

FACTORS INFLUENCING EFFECTIVENESS IN PRIMARY SCHOOLS:

A BASELINE STUDY

by

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TABLE OF CONTENTS

Acknowledgments	ii
Acronyms	v
CHAPTER 1: Introduction	1
CHAPTER 2: Methodology	6
CHAPTER 3: Findings and Interpretation	8
CHAPTER 4: Summary, Discussion and Conclusions	30
CHAPTER 5: Recommendations	34
REFERENCES	37
APPENDIX 1: Brief Description of the Sampled Districts	38
APPENDIX 2: School Impressions	40
APPENDIX 3: Results of the Numeracy and Literacy Tests	59

LIST OF TABLES

Table 1: Working Space, Water Source and Playing Facilities	8
Table 2: Latrine Posts	9
Table 3: Headteachers' Expressed Problems: Rank Order by District and Overall Rank	10
Table 4: What the PTA's Do: Activities Rank Ordered by District and Overall	12
Table 5: Headteacher Leadership	14
Table 6: Profile of Teaching Force	15
Table 7: Teacher Negotiated Concerns: Rank Order by District and Overall	16
Table 8: Coping with Lack of Incentives (Frequencies)	18
Table 9: Coping with Low Numbers and Poor Quality of Teachers: Ranked Strategies	18
Table 10: Coping with Inadequate Classroom Space and Conditions	20
Table 11: Coping with Lack of Scholastic Materials: Ranked	21
Table 12: Ranked District-Level Negotiated Concerns	24
Table 13: Pupils' Negotiated Experiences: Rank Order by Gender, District and Overall Rank ..	25
Table 14: Rank Order of Perceived Girls' Problems by the Community	26
Table 15: Rank Order of Strategies for Coping with Girls' Problems at School	27
Table 16: Rank Order of Wanted Solutions for Girls' Problems	27
Table 17: Profile of Enrolment	28
Table 18: Correlations between School Grade, Performance and Staff Indices of Behaviour, Experience and Professionalism	29

LIST OF FIGURES

Figure 1: What Contributes to Primary School Effectiveness?	4
Figure 2: Teaching Time against Number of Classes	22
Figure 3: Teaching Methods	23

Acronyms

BEND	Basic Education for National Development
DEO	District Education Officer
HT	Headteacher
IDA	International Development Agency
IEQ	Improving Educational Quality
IGA	Income Generating Activities
IIR	Institute for International Research
LCs	Local Committees
MoES	Ministry of Education & Sports
NA	Not available
NGO	Non-Government Organisation
NITEP	Northern Integrated Teacher Education Programme
NTC	National Teachers' College
NURP	Northern Uganda Reconstruction Programme
PAPSCA	Programme for Alleviation of Poverty & Social Costs Adjustments
PLA	Participatory Learning and Analysis
PLE	Primary Leaving Examination
PTA	Parents Teachers' Association
PTC	Primary Teacher College
LCs	Local Councils (formerly Resistance Councils - RCs)
SAP	Structural Adjustment Programme
SHEP	School Health Education Project
SMC	School Management Committee
SUPER	Support to Uganda Primary Education Reform Project
TDMS	Teacher Development and Management Systems
UNEB	Uganda National Examinations Board
USAID	United States Agency for International Development

CHAPTER 1

INTRODUCTION

1.1 Background

Education in Uganda, like other sectors in the country suffered considerably from the tyranny and anarchy that the country has experienced over the last three decades. As a part of the nationwide reforms embedded in the N.M.'s Ten Point Programme, the Ministry of Education and Sports commissioned a report referred to as The Education Policy Review Commission (1989) and produced the Government White Paper (1992). The documents examined a wide range of issues and problems of education in the country and identified priorities for reform. One such area is educational quality focusing on primary education. The general reform measures at the primary school level are multidimensional. The main programme objectives are to:

- re-establish the teaching profession by improving teachers' terms and conditions of service
- strengthen teacher training programs by improving their curriculum content, making standard materials available, and integrating pre-service, in-service and management training to increase the percentage of trained teachers and administrators
- enhance community participation by empowering communities to hold schools accountable for quality and equity
- allocate resources for instructional materials, especially core textbooks
- reform and revamp the examinations process to suit new curricular demands and introduce a standardized national assessment
- revitalize local educational publishing
- rehabilitate schools and teacher's colleges.

These reforms aim to improve students' mastery of literacy, numeracy, and other basic skills; improve school administration, management, and accountability; and reduce inequities in children's participation in primary schooling.

Undertaking such complex reform as exemplified above requires comparable understanding of the nature of the problem. Of particular relevance to the above reform is information concerning a number of factors namely: the pupils, their parents, the community in which the schools are situated, the teachers, the materials for instruction on the ground and the pedagogy.

1.2 The Research problem

The purpose of this study is to provide baseline information on the following priority research questions identified by key stakeholders at the 'Improving Educational Quality'¹ Launching Forum in Jinja in February 1995:

- What factors are related to primary school effectiveness?
- How can teachers be motivated to deliver quality instruction and what headteachers can do to foster this?
- How do teachers implement the curriculum in the classroom?
- What instructional materials are utilized and are they appropriate?
- To what extent do teachers use assessment to improve learning/teaching?
- What factors influence community participation and how can the headteacher increase community involvement?
- What are community suggestions to improve school quality?

1.3 Research objectives

We addressed the following objectives in order to answer the questions above:

- i) Describe in detail the actual conditions of representative primary schools, and provide this description and data through school profiles.
- ii) Assess the nature and quality of classroom interaction.
- iii) Assess the motivational levels of teachers as well as factors related to these levels.
- iv) Assess the level of community involvement in the affairs of schools through PTA activities.
- v) Assess the perceived relationship between School Management Committees, PTAs and school administration.

¹The IEQ Project in Uganda is funded by USAID/Uganda, through the SUPER Project, and managed through a collaborative agreement between the Institute for International Research (IIR) and UNEB. The IEQ Project supports action based research at the classroom and school levels to inform educational reform policies and practice.

- vi) Assess pupil attainment levels on basic skills related to numeracy, reading and writing.

1.4 Significance of the study

The data provided by the baseline survey will enable reformers to root the reforms on data collected from the people who will be affected by the reform. This should increase the validity and reliability as well as sustainability of subsequent reforms. This study is intended to be directly useful to decision-makers and programme managers at the national, district and school/community levels, by providing information that can guide action, and provide a baseline which, when coupled with follow-up studies, can assist in assessing the impact of reform.

1.5 Conceptual Framework

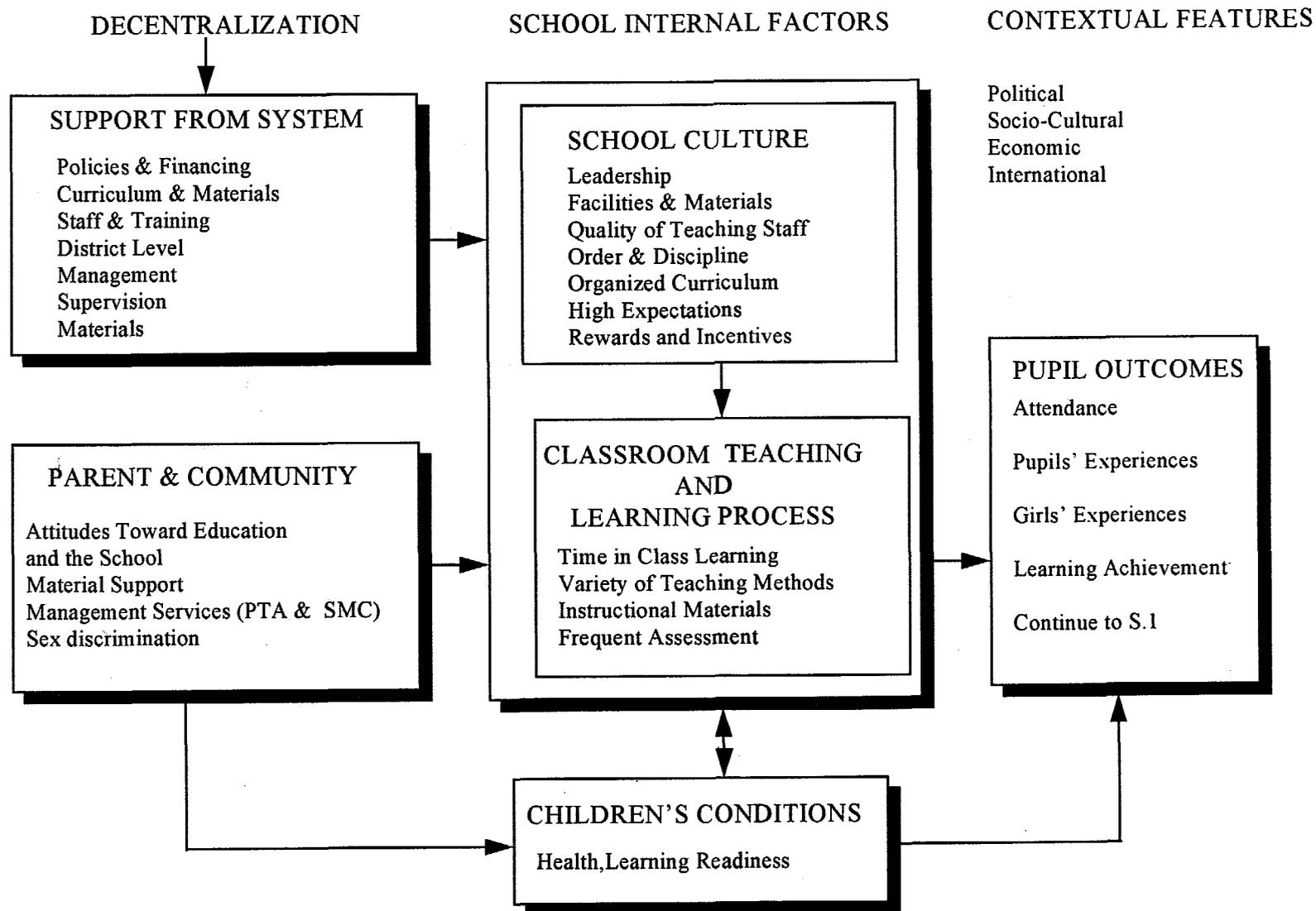
We adopted and modified a composite model of school effectiveness (Heneveld, 1994). Effectiveness is to be understood in terms of pupil outcomes. These outcomes include the behaviour of pupils, their experiences, and their expectations. The behaviours of concern are attendance, repeating, and achievement on tests including PLE. Experiences refer to being sent home for school fees, school related defilement, going hungry at school and providing labour to schools. Expectations involve wanting to play games and other extra curricular activities, being treated as sons and daughters by authority figures in school, and generally enjoying school experiences.

The model we have adopted (see Figure 1) suggests that pupil outcomes depend on factors external and internal to the school. External factors are decentralisation, support from the wider formal educational system, and the relationship to the school's immediate community. Internal factors refer to the school culture particularly the leadership style and values, to the behaviour of teachers as it relates to classroom work, and the condition of children during term time. Among the many objectives of decentralization of power is to improve service delivery by providing the consumers of the services with the opportunity to allocate resources according to the needs of specific localities. Decentralization should also lead to more coordinated plans and to a reduced and more responsive bureaucracy.

The schools rely primarily on support from government, at national and district levels, to function. The policies and financing necessary for schools to operate; the definition and standards of the curriculum, and the texts, instructional materials and examination system to implement that curriculum; the provision of staff: headteachers, teachers and their training; district level supervision, inspection and material support - all of these supporting inputs are external to the school and community. In Uganda a prolonged crisis and stress experienced by organisations and institutions led to a number of macro and micro adaptations (Munene, 1995). In education, a successful democratic adaptation is the emergence of resource generating Parent-Teacher

Fig.1

WHAT CONTRIBUTES TO PRIMARY SCHOOL EFFECTIVENESS ?



Associations. These have virtually taken over the financial management of schools so that wherever the PTA is weak that school operates with excessive difficulties (Education Policy Review Commission, 1989).

Parents can be involved in education at five levels (Henderson, Marburger, and Ooms, 1988): The first are parents as partners. Here the parents carry out their legal duties as parents such as paying school fees and buying of uniforms. According to Henderson et al, (1988), this is the most taken-for-granted level which is, nevertheless, most essential for any school. The second are parents as collaborators and problem solvers. This is the level at which teachers involve parents to prevent or to solve a potential or an already disabling behaviour of a child in a school. This level is rarely invoked and when it is, it's often at the stage when the child/pupil is about to be disciplined. That is when it is too late to have any meaningful involvement from the parent. The third and a more passive role are when parents act as audience. This is normally exemplified by attendance at school open days when the presence of parents is merely to boost the morale of children and make teachers feel a sense of community. The fourth is a more active role where parents give material, moral and social support to schools, children and teachers. The fifth and final role is when parents act as advisors and co-decision makers.

School culture involves primarily leadership style. This may range from democratic to authoritarian styles. Some headteachers delegate responsibilities while others not. A very care free style may mean that there is little discipline in the school. Thus the behaviour of teachers in and out of the classroom depends very much on the style of the headteacher.

The factors we have described above converge in the classroom in terms of teaching -learning process. The aspects of the process of significance to this study include time-in-class learning, teaching methods, use of instructional materials, and assessment.

CHAPTER 2

METHODOLOGY

2.1 Study and Sampling Design

The study used a survey design and Participatory Learning Analysis (PLA) in a multi-stage and multi-purpose sampling design. Concerning sampling, we selected twenty-four government aided schools included in the TDMS project. Eight schools were selected from Luwero, Masindi and Gulu, four schools each drawn from clusters defined in the TDMS training programme. In drawing a representative sample of schools we considered the rural-urban divide, the performance of schools in PLE, and their grades. We selected high, medium, and low performers from urban, peri-urban, and rural areas and from schools graded one two three and four.² These were selected during a pre-field work visit by the Principal Investigators. To obtain the school profile, interviews, the PLA methodology, and data were collected at each school. Second, within each school, classroom observations were carried out twelve times: for each of four subjects (English, Maths, Science and Social Studies) at P2, P4 and P6. Third, six pupils selected by the headteachers were interviewed and tested from classes 2, 4, and 6 in each school also representing a range from high, medium, and low performers, with an even number of boys and girls at each class. Fourth, five adults were interviewed from the PTA, SMC, and LC executives as well as a parent who was not on any of the Executives and a teacher who has a child at the school. The groups used in PLA included two sets of pupils divided between the sexes, the headteacher, a male and female teacher representatives, and the community.

2.2 Instruments

The study developed and used the following instruments at each school.

- a) Primary School Profile,
- b) An Interview Schedule for the headteacher and deputy headteacher,
- c) An Interview Schedule for Teachers (one in each class from P1 to P7 - total seven),
- d) An Interview Schedule for six pupils each from P2, P4 and P6 which included a pair of low medium and high performers, with each pair made up, wherever possible, of a girl and boy,
- e) Performance Tests in Maths, Writing and Reading for six pupils from P2, P4, and P6,

² Because of the problem of insurgency, two rural schools that had been selected in Gulu were replaced by two peri-urban schools.

- f) Classroom Observation Instruments including classroom conditions, methods, use of materials and patterns of interaction. Twelve observations per school, four at P2, P4 and P6,
- g) Interview Schedules for persons on community administrative organs (the Chairman of the Parent Teachers Association [PTA], one School Management Committee [SMC] member, one LC [Local Committee] Executive member, one teacher who also had a child in the same school and one parent who is not on the Executive - a total of five),
- h) PLA instruments included: Participatory Mapping, Preference Ranking, Pairwise Ranking, Problem/Cause/Coping Strategy/Solution Matrix and a Problem/Solution Matrix used with focus groups (pupils, teachers, school leadership, community leadership, District leadership) at school and at District Level.

CHAPTER 3.

FINDINGS AND INTERPRETATION

The findings are presented under six general components of the model. These are: **Decentralisation, Support from the System, Parent & Community Support, the School Culture, Classroom Teaching-Learning Process, and Pupil Outcomes.** Under Pupil Outcomes we examine the experience of girls in the system to draw attention to the special conditions and experience which prevent girls from fuller participation and achievement. The PLA data presented in tables are ranked with 1 (one) representing the highest priority and 6 (six) and higher figures representing lower priorities.

The quantitative data presented in this report are data obtained by our researchers in the field. We found often that these data were at variance with that data supplied by schools to the MoES in their annual statistical exercise and with some data available at the District level.

3.1 Decentralisation

We found indications that the stage of decentralisation of districts may influence a number educational inputs including policies and materials. In one district we learned that DRCs may be inclined to marginalise education. We understood, for instance that the 50% government contributions to the school rarely reach the schools in that District and the schools are not told where this money goes. Furthermore, the fees collected from the schools which are sent to the District are not transparently accounted for. School Management Committee budgets sent to the Districts are not used to guide the allocation of funds.

3.2 Support from the System

There are certain inputs that schools expect from the formal educational system. These include policies and finance; the definition and standards of the curriculum, instructional materials and examination system to implement that curriculum; the provision of staff: headteachers, teachers and their training; district level supervision, inspection and material support. The school expects that such inputs should come from sources external to the school and community. Below we describe what we found with regards to some of these inputs. We summarise our findings from several aspects in Tables 1 to 4 below. In general we found a pervasive lack of basic facilities. Table 1 includes elements relating to input problems.

Table 1: Working Space, Water Source, and Playing Facilities

SCHOOL FACILITIES	OFFICE	STAFFROOM	LIBRARY	STORE	WATER SOURCE	PLAYING FIELD
YES	75.0%	25.0%	16.7%	39.1%	66.7%	79.2%
NO	25.0%	75.0%	83.3%	60.9%	33.3%	20.8%

There is a general lack of staff room, library and storage space. In addition, schools have a major sanitation problem on their hands. Table 2 below summarises this particular problem.

Table 2: Latrine Posts

GENERAL LATRINE POSTS			GIRLS' POSTS	
Number of Posts	Number of Schools	% of Schools	Number of Schools	% of Schools
0	2	8%	16	67%
1-4	11	46%	8	33%
5-8	10	41%	0	0%
10	1	4%	0	0%
Mean no. of pupils per post =114			Mean no. of girls per post =301	

Approximately ninety-two percent (92%) of schools in the sample have six (6) latrine posts or less. Sixty-seven (67%) have no latrine posts exclusively for girls. Management in several schools stressed the lack of latrine posts for girls as a serious concern. They also observed that mature girls had no changing facilities so that they had to move to neighbouring homes to change when they are 'at that time of the month'.

A problem of similar proportions as the sanitation one is the lack of instructional materials actually in use in the classrooms. Although schools have received books, particularly through the SUPER Project in the last year, the books are not being used in the classrooms. There were books in use, in upper classes, in only five of the twenty-four schools in the sample. Taking the average number of books available to pupils, 55 children share one mathematics book; 40 share one science text; 49 share an English text; and 44 share a social studies text.

The problem of lack of supporting inputs was emphasized through PLA sessions. The following tables indicate how seriously everyone involved with the schools perceives the problem. The reader is also directed at Table 13 which gives the pupils' view of what happens to them. Here too, pupils indicate clearly the issue of inputs.

Table 3: Headteachers' Expressed Problems: Rank Order by District and Overall Rank

PROBLEM	MASINDI	LUWERO	GULU	SUM
Insufficient, incomplete, unsafe classroom buildings	1	3	1	5
Difficulties in collecting school fees; no 50% contribution from DEO, no school funds.	4	3	2	9
Insufficient or distant accommodation for teachers	5	3	4	12
Teacher problems: weak, untrained, too few	5	6	3	14
Insufficient furniture for pupils and teachers	5	6	3	14
Lack of scholastic materials	10	1	4	15
Lack of monetary incentives, poor pay for teachers, salary delays	3	9	4	16
Water and sanitation (No water source at school, dirty or no latrines)	5	6	9	20
Heterogenous standards of pupils, weak pupils, and pupils without stationery, lunch, coming late	5	8	8	21
Single source funding and resources, no IGA, no land	5	11	10	26
High pupil interschool mobility	10	9	10	29

The lack of physically suitable classrooms is ranked as the central problem of the schools from the headteachers' perspective. Closely following that is the difficulty headteachers have in collecting school fees, and the problem they have in receiving financing - 50% of the fees - from the district. The problems of staffing, staff accommodation, the lack of furniture, the lack of scholastic materials, and the poor conditions of service (lack of monetary incentives, poor pay, salary delays) are all ranked as significant problems for the head. All of these issues are related to the support from national and district level education system and in some instances related to the level of decentralisation. In PLA Focus Group sessions with pupils, similar problems were identified: The children's views are however discussed under school effectiveness (see Table 13).

3.3 Parent and Community Support

Parent and community involvement has been central to the survival of schools for some considerable time now. Nevertheless, we were surprised by the conclusiveness of our findings regarding the community as a support system. For instance, the school that performed best on our achievement tests had the highest community involvement we observed during the study (see Illustrative Case 1 below). Conversely the three worst performing schools on the same tests generally had minimal community involvement. At the same time some community attitudes to education were openly detrimental particularly with regards to girls' education.

Illustrative Case 1: High Community Involvement

Community involvement is high and spreads to more activities than is normally found in other schools. There is a regular 75% attendance at PTA general meetings. The parents spend a week every month at the school inspecting pupils' exercise books. They observe lessons, and supervise and monitor general school functioning including the physical status of the school by walking round the compounds. They also take time off to teach pupils practical skills such as making bricks. The community leaders also discipline children when the latter misbehave on the way to and from school.

Contrast this school with the three worst schools on the same achievement tests. We recorded no discernable community involvement in these schools. In one of them we found that "community involvement is only limited to paying schools fees."

The participants at the district level in one district identified the community as not valuing education and therefore a major problem in the educational advancement in the district. The same district performed worst on PLE results and on the achievement tests administered during the study. In all schools the community is singled out as the main reason explaining low participation and academic achievement of girls. The perceived negative or ambivalent attitude towards education is a problem shared by the three districts. It seems to be a reflection of the communities' failure to pay school dues either at all or in time.

Illustrative Case 2 presents a case of low community involvement in one of the schools. That school was among the last 5 performing schools on our test of academic achievement.

Illustrative Case 2: Low Community Involvement

There is a conspicuous absence of wider community involvement in the school even at the more familiar level of construction and maintenance. The physical structures still carry all the ravages of the civil strife and that of the hailstorm of the 1980s. The school attracts only 30% of children of the school going age from the catchment area. Even these are found physically dirty, mentally dull and generally uninterested in classroom work. Their parents take them from school to pick mangoes (an important income generating activity in the area) during the December-March and June-August mango seasons.

We also found problems with the School Management Committees (SMCs). Our responder

management questionnaire indicated clearly that these committees were not up to the task. In all the three districts SMCs were considered the second most important problem schools faced after the community. The reasons given included failure to make a quorum, selecting members using non-transparent non technical criteria, permanent committee members, and despotic chairmen. Respondents from the three districts emphasized the significance of the problem by recommending that SMCs improve their performance through training or better selection.

Through the PTAs, communities have become a major source of material and management support. Table 4 describes the principle activities that PTAs undertake.

Table 4: What the PTAs Do: Activities Rank Ordered by District and Overall

Activities	Masindi	Luwero	Gulu	Sum
Manage the welfare of Teachers through salary top-ups; discipline them, hires and fires	2	1	1	4
Constructs, maintains and hires buildings	1	3	2	6
Monitors learning/teaching and pupil discipline	2	1	5	8
Mobilizes and manages PTA funds	4	5	4	13
General school development in collaboration with SMC	6	7	3	16
Coordinates parents, teachers and pupils	6	3	6	21
Implements SMC policy	5	8	9	22
Makes School budget, Makes policy and plans for the school monitors the use of money; charged with daily running of school activities	9	6	7	22
Other	8	9	8	25

The expanding role of the PTA is a reflection of the insufficient support that schools receive from the education system. The PTAs construct and maintain buildings. They buy scholastic materials. They look after the welfare of the teachers by renting accommodation for them and providing them with financial help. They monitor performance and set school policy. In some schools the role of the PTA has expanded so much that the schools have the PTA and the SMC deliberate together.

3.4 School Internal Factors

The nature and problems of the support from the education system, and the communities that we have

described and examined above, impact on the children through the way the school functions. The model we have utilized considers three dynamic elements. These are the school culture, the classroom teaching and learning process, and children's conditions³. The three are separated for simplicity and clarity. At the school level they interact closely enough to be inseparable.

3.4.1 School Culture

The overall character of the school, defined to a large extent by the leadership of the headteacher and other senior staff, can be described as the school culture. It includes the use that is made of what resources are available - the classrooms, grounds, and instructional materials. It includes the quality of the teacher staff, the level of order and discipline in the school - as indicated by the observance of a daily schedule. It is also reflected by the relationships between staff and pupils and the expectations that teachers have for the pupils. School culture is shaped by the perception of the leadership, the teachers, and the pupils about rewards and incentives, or the lack of these. The following illustrative case introduces the summary findings on school culture.

Illustrative Case 3: Poor School Culture

The school has a problem keeping its teachers because of the lack of water. Those that stay are not supervised either by the headteacher or by the DEO. Teacher tardiness and absenteeism are high so that classes go unattended regularly. The school staff is headed by a Grade V teacher with a teaching experience of eleven years. He is an easy going fellow who has cultivated an easy relationship with his teachers and the parents. Of the five teachers on his staff, three are grade 3 and two are untrained. They find communicating in English difficult and tend to teach in vernacular. Both the headteacher and his staff believe that the children are low performers. The finding that the staff have low expectation of pupils could be the outcome of failure of teachers to teach them because of the irregular attendance and poor time keeping (tardiness). The latter may be related to lack of such basic necessities as water.

3.4.2 School Leadership: The Headteacher

Our overall impression with regard to headteachers as leaders was that the majority of them tended to behave like village despots who controlled schools centrally. We found for instance, that we could not get the information we were looking for whenever the headteacher was absent. At times the information was as mundane as the number of teachers the school employs. We observed a regular headteacher practice of locking text books and other learning aids in the headteachers' offices. A cumulative picture of relative leader lack of order and discipline, in terms of establishing and holding to a fixed schedule, crystallizes if we consider the contents of Table 5.

³ Children conditions refer to cleanliness, health, tiredness, hunger, and all other conditions that influence learning readiness.

Table 5: Headteacher Leadership

	HT Present at school	H/T arrives on time	School starts on time	School follows a timetable
YES	87.5%	54.2%	58.3%	29.2%
NO	12.5%	45.8%	42.7%	70.8%

We came across a number of schools without school timetables. However, even where these were available, 70% of the schools did not follow them. One could attribute the failure to follow the timetables to the absence of a school clock which could be used to guide the school gong. Illustrative Case 4 is presented below to describe one of the bad but not uncommon cases of poor leadership.

Illustrative Case 4: A Distrusted Headteacher

The community likes its school but distrusts the headteacher because they believe he misuses school dues including teachers' salaries. As a result they are reluctant to pay school fees and they are indebted to the school in this respect. The physical and social learning environments are hopeless. The entire school of seven classrooms has only eight desks shared among the four upper classes. The rest of the space is occupied by logs and bricks as seats. The school has 81 text books from SUPER which are safely locked in the headteacher's bedroom since the school has neither library, store, nor office.

The girls and boys travel two kilometres to fetch water for porridge and for the headteacher's household. This is done during school time ensuring that they miss lessons. Girls in addition participate in preparing porridge and washing cups further depleting their learning time.

The five male teachers on the force are alcoholic and one of the female teachers cohabits with the headteacher. She is also the one who deputizes whenever the headteacher is away which is regular since his home is many kilometres away with no easy communication between school and home. The situation of alcoholic, predominantly untrained male teachers and a despised concubine-deputy has resulted in a very low performing school. In this school, a teacher will teach one lesson from the beginning of the school in the morning to lunch time.

3.4.3 The Teachers

The conditions under which the teaching force within primary schools is effective is when teachers are trained, experienced, organized and motivated. It is extremely rare to find all of these qualities in a single school.

On average, 75% of the teachers are qualified in each school. However, the variation is considerable, as shown by a large standard deviation. Some schools in Luwero have less than 10% of qualified teachers on the staff. On average, there are half as many female as there are male teachers in the sample of schools studied. Again, the variation is considerable so that you find schools with one or two females among a half dozen or more teachers. The scarcity of female teachers is a matter of concern. The children and adult informants thought that one way of improving the girls' chances was to have more women teachers on the staff.

Many of the teachers are rather new to schools, and a mean of nine years of teaching experience indicates only moderate experience. This lack of experience is compounded by the high turnover rate since the mean average representing the average number of years of teaching in a particular school is 4! However, this low figure may also be a reflection of the recent restructuring of the Teaching Service.

Table 6: Profile of Teaching Force

IDENTITY OF SCHOOL	NO. OF TEACHERS	NO. OF QUALIFIED TEACHERS	NO. OF FEMALE TEACHERS	AVERAGE AGE OF TEACHERS	AVERAGE YRS. IN TEACHING	AVERAGE YRS. AT SCHOOL
1	19	16	9	32	7	3
2	11	11	9	31	8	2
3	10	10	6	31	6	3
4	4	2	1	32	5	2
5	13	9	4	28	3	2
6	12	11	7	30	8	5
7	7	4	2	28	6	4
8	3	1	0	32	6	2
9	23	20	16	29	7	4
10	13	13	10	29	9	4
11	11	4	3	31	8	2
12	6	4	1	29	9	5
13	7	1	1	36	6	5
14	5	2	3	23	6	2
15	9	1	3	32	7	3

IDENTITY OF SCHOOL	NO. OF TEACHERS	NO. OF QUALIFIED TEACHERS	NO. OF FEMALE TEACHERS	AVERAGE AGE OF TEACHERS	AVERAGE YRS. IN TEACHING	AVERAGE YRS. AT SCHOOL
16	6	1	3	31	8	4
17	15	15	10	33	13	7
18	14	12	8	31	6	4
19	16	14	8	34	10	3
20	23	19	11	34	8	2
21	21	20	7	40	16	4
22	15	11	5	42	16	4
23	11	8	0	37	12	3
24	16	8	3	43	21	6
MEAN	12	9	5	32	9	4
STD.DEV	6	6	4	5	4	1

Illustrative Case 5: Poor Attitudes Towards Work

The teachers appear uncommitted and do not care whether children understand what they teach. Nevertheless, they seem to have a good command of the content of what they teach. They are high on absenteeism (three out of the 4 qualified teachers had not yet reported by the third week of the term) and on tardiness since it is common for teachers to arrive at 10.30 a.m. when the school opens at 8.30 a.m.

We asked the teachers directly about the conditions in the school using the PLA methodology to arrive at a consensus. Table 7 below describes these conditions.

Table 7: Teachers Negotiated Concerns: Rank Order by District and Overall

PROBLEM	MASINDI	LUWERO	GULU	SUM
Delay & non payment of salaries	1	2	1	4
Low salaries	2	1	7	10
Teacher Accommodation	5	3	2	10
Lack of Text Books	2	5	4	11
Inadequate or no lunch	2	4	8	14

PROBLEM	MASINDI	LUWERO	GULU	SUM
Uncompleted Classrooms	9	8	3	20
No inadequate furnishing	9	10	5	24
No water source nearby	9	5	10	24
Insurgency	9	10	5	24
Lack of cooperation between parents & Teachers and H/T's	8	7	10	25
Teacher related problems: weak, incompetent, too few	9	6	11	26
Too much work load	5	9	11	26
Administration lacks transparency	9	10	8	27
Student indiscipline	7	10	11	28

Teachers are concerned about the delay in salary payments and the inadequacy of the salaries. They also perceive lack of transparency among the administration. Some teachers do not understand why Grade 3 teachers are not considered for allowances and why their salaries are deducted illegally at the district and school levels, promotions without merit, and more directly, the misappropriation of the teacher incentives in some schools. Other teachers would like to see that schools become self-accounting.

The illustrative case below demonstrates the lack of incentives and poor attitudes towards work.

Illustrative Case 6: Lack of Incentives

The 33 year old female headteacher had not received her salary for a year. She had been in the school for a year and half by the time of our visit. The teachers too, complain about lack of incentives, the delayed salaries from the Government and the irregular and insignificant 'PTA' allowance. There is some laxity in terms of supervision since there was evidence of lack of lesson plans for instance.

To further examine what goes on in the schools, we asked teachers what is done to deal with the general problem of individual subsistence. Twelve strategies in all were agreed upon. We have grouped these into two general categories depending on the source of the strategy. When the strategy originates at the school level, we have cited it under the general category of school level

strategy. When the source is at the individual level, we have included the particular solution under the individual level category. Where possible, we have described related strategies such as income generating activities (IGAs) to include petty business, selling of agricultural produce and so on.

Table 8: Coping with Lack of Incentives (Frequencies)

INDIVIDUAL LEVEL STRATEGIES		SCHOOL-LEVEL STRATEGIES	
Get advance from Office	1	Request sacrifice from teachers	1
Part time teaching, coaching	2	Use part of 50% contribution	2
Sell School property including examinations	2	Provide PTA top up	6
Teachers working without salary, take consolation from pupils' respect	2		
Keep pestering for salary and arrears, keep filling computer forms	4		
Resort to personal IGAs; sell manual labour for cash	5		
Teachers stop coming to school, neglect duties, pretend to be working normally	6		
Borrow or beg from relatives	6		

The largest burden of coping with a non-living wage is left to the individual teacher. This ties up the teacher's time for professional activities to personal survival activities. Therefore, insufficient time is available for teaching and learning activities.

There is an acute problem of small numbers of teachers in the upcountry schools from which the sample for this study was drawn. We have gathered that the community including the professionals themselves had learned to live with this. The new problem most schools in our sample seem to be grappling with is the reduced numbers due to what our respondents refer to as "the reforms". The table below describes how the schools reported they are coping with both low numbers and poor quality of teachers.

Table 9: Coping with Low Numbers and Poor Quality of Teachers: Ranked Strategies

COPING STRATEGIES	RANK
Combine classes, share classes, teach classes in turn	1
Neglect some subjects, teach others badly	1

COPING STRATEGIES	RANK
Leave classrooms unattended	3
Employ licenced teachers	3
Give assignments, debates, quizzes	5
Recruit 'O' level and 'A' leavers from village to go and train	5
Employ qualified teachers on contract	7
Pupils remain at home	8
Open school late	8
Employ retired teachers	8

3.5 The Classroom Teaching-Learning Process

All of the policies, financing, management, material and human resources of the education system are ultimately important insofar as they provide the environment for the child to learn. Thus, we have examined what takes place within in the schools' classrooms, and in the teaching-learning process, in order to understanding what children learn, or fail to learn.

In a large proportion of schools the teachers' problems are fundamental to being able to teach and teachers are unable to transcend them in order to deal with classroom related issues. The pupils are first to feel the consequences of the teachers' deprivation which explains why they focused on teachers more than the headteachers (See Table 13). The following illustrative case demonstrates the problem.

Illustrative Case 7: Children at the Receiving End

The teachers are all qualified. The headteacher is considered immoral by the community and the teachers. He is accused of not doing enough in defilement cases which problem has plagued the school. He is also mistrusted because he has an open liaison with one of the female teachers. The headteacher is disturbed by what he sees as the indiscipline of the teachers. Like him, they move in and out of the school randomly. They do not seem to prepare lessons. They did not want to be observed in P2 and P6 because they had not prepared lessons.

Information from PLA points clearly to insufficient rewards and incentives which may explain poor teacher attitudes towards their profession. The teachers have low salaries, receive them late and most have no accommodation nearby. In order to cope with these problems the teachers indicated their

attitudes towards their profession. They said that because of lack of these incentives they stop coming to school, neglect their duties and pretend to work normally. This general climate of the schools means that learning time is significantly compromised. The illustrative case below demonstrates the problem.

Illustrative Case 8: Low Learning Time

The headteacher is rarely at school and supervises his teachers once a month. Teacher absenteeism is low but tardiness is high with only 23% of the teachers staying until the end of the school day and 46% coming on time.

In P2, about a quarter of the teachers used only two-thirds of the period. Teachers used three-quarters of the time or less for teaching in P4 and P6.

3.5.1 Coping with Shortage of Classroom Space and Lack of Materials

Researchers asked teachers to identify common strategies they used to cope with teacher shortage, inadequate classroom space, and the lack of scholastic materials. Tables 10 and 11 show their responses:

Table 10: Coping with Inadequate Classroom Space and Conditions

STRATEGIES	RANK
Smear floor with cowdung	1
Sprinkle water on floor	2
Teach under trees	2
Two classes in the same room	4
Rent rooms	5
Occupy half completed rooms	5
Use reed curtains in windows	5
Stop teaching when it rains	5
Make use of free rooms in afternoon	5
Partition rooms using papyrus	10
Merge classes	10

Put together, the coping strategies describe what our schools are like. They describe a learning and teaching environment that is undoubtedly bleak.

Table 11: Coping with Lack of Scholastic Materials: Ranked

TEACHER STRATEGIES		SCHOOL LEVEL STRATEGIES	
Children share, we tolerate it, do with what is available	1	Children share, we tolerate it, do with what is available	1
Teachers teach from memory, use old notes	2	Borrow from other schools	2
Teachers put work on blackboard	3	Buy books using PTA	3
Teachers use own books	4	School gives extra teaching	4
Confine teaching to what is available	5	Wait for contribution from Government	4
Ask parents to buy own books	6	Ask parents to buy own books	4

3.5.2 Teaching Methods

The most popular teaching methods engender passive learning and discourage participation by the pupils. For instance, in 87% of the classes observed teachers used question and answer, 35% used lecturing and only 7% used either pupil questions or group work.

We looked at the teaching/learning process using three indicators which are high learning time, teaching methods and assessment. We created an assessment index. A graph showing the teaching time against the number of classes observed is given in Figure 2.

The teaching methods employed by the teachers in the classes observed are illustrated in Figure 3.

We created an index of assessment and feedback from the following activities: giving home work, marking it, and providing feedback to the pupils. We found that, on average, schools that scored high on the achievement test, also scored high on our assessment index.

Figure 2: Teaching Time against Number of Classes Observed

TIME IN CLASS TEACHING
(Based on total of 132 observations)

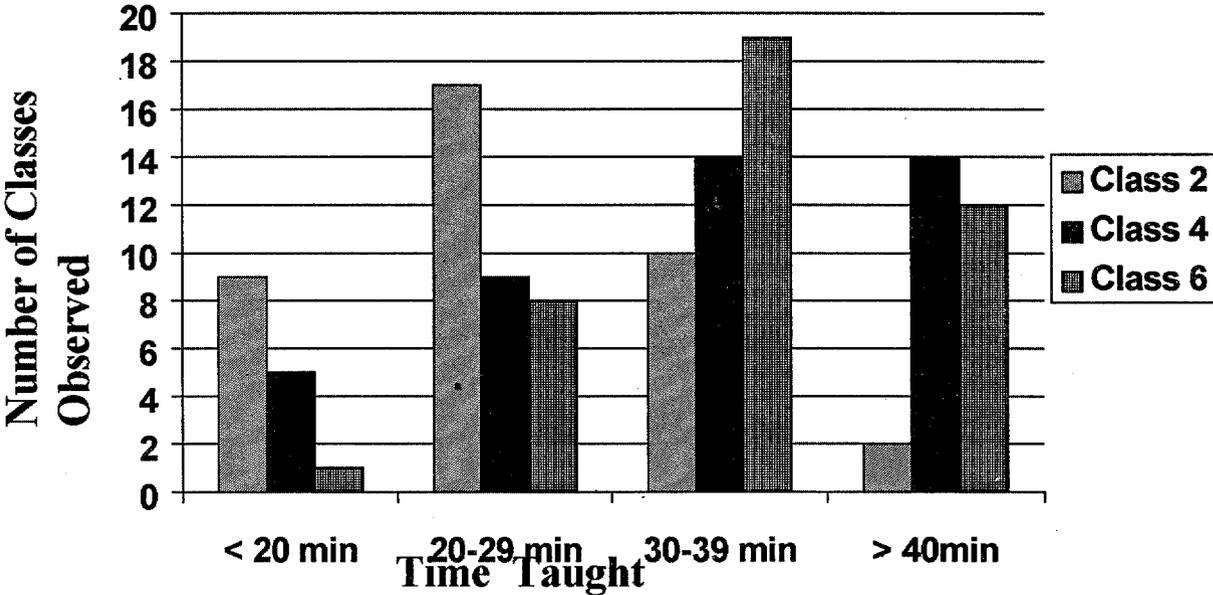
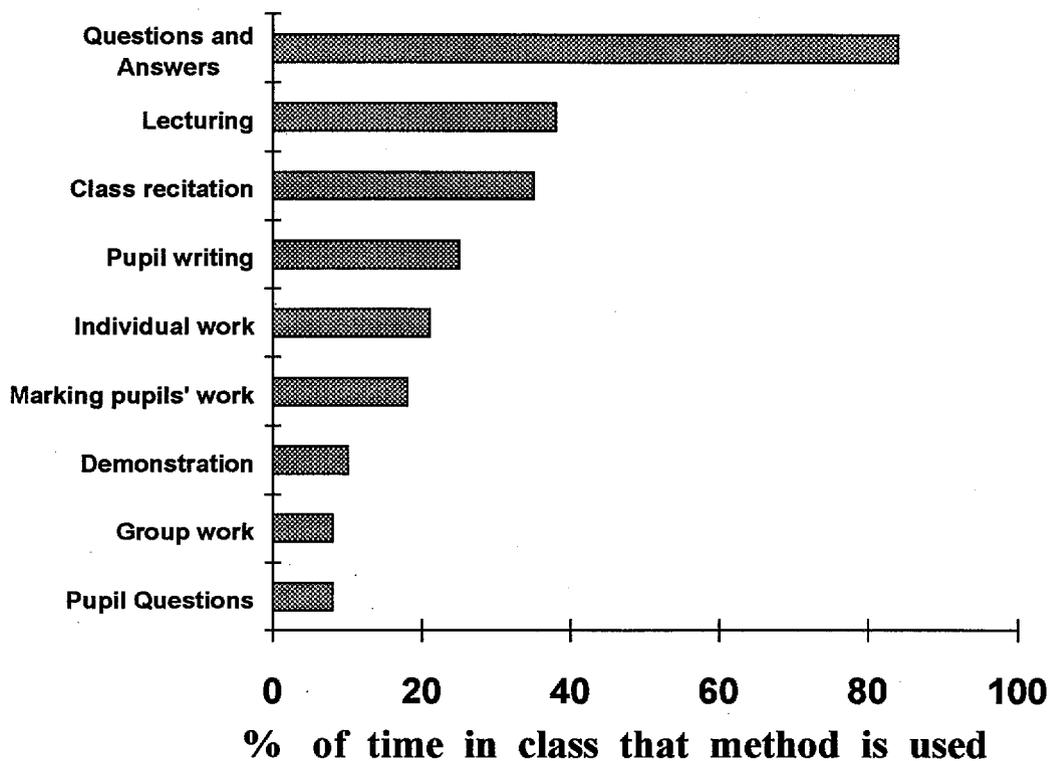


Figure 3: Teaching Methods

VARIETY OF TEACHING METHODS



3.5.3 Ranked Problems Negotiated at the District Level

The last part of the PLA during this study was a meeting at the district level which included the relevant district officials (DEO, DIS, etc) and representatives from each school (headteacher) and the community (SMC and PTA). During the meeting in each district, problems from all schools visited were pooled. Participants were required to rank problems which they considered most important with the understanding that those would be the ones each district would want to focus on. The table below presents the results.

Table 12: Ranked District-Level Negotiated Concerns

PROBLEMS	MASINDI	LUWERO	GULU	SUM
Lack of qualified teachers	2	3	7	12
Low pay for teachers	3	2	7	12
Delay of teachers' salaries	4	7	2	13
No value for education in community	5	1	7	13
Poor academic performance	1	7	7	15
Lack of accommodation for teachers	7	3	5	15
DRC reneging on its responsibility for education	7	7	1	15
Lack of scholastic materials	7	7	3	17
Inadequate furniture	7	7	4	18
Incomplete/ few classrooms	7	5	7	19
Irregular payment of school fees	7	5	7	19
Inadequate government funding	6	7	7	20
No proper appointment for HT & DHT	7	7	6	20

There is no identical set of problems which all districts perceive to be far more important than others. Nevertheless, six of the first-ranked concerns centre around the teacher. This indicates clearly the position that the teacher occupied in the minds of those doing the ranking. Masindi is focused on the outcome in terms of poor performance, Luwero is primarily concerned with what they perceive as the root cause - the community's social prioritising that ranks education very low - and Gulu's negotiated problem is essentially managerial as well as administrative.

3.6 Student Outcomes

The purpose of the education system is to provide children the opportunity to learn. It's effectiveness can be judged by how well children learn. In this study, we focussed on children's experiences in school. The assumption is that children's expressed behaviour is very much a reflection of concrete experiences rather than long term goals. The latter may be important for adults who are willing to suffer short term difficulties for the sake of future gains. After describing and discussing experiences, particularly of girls, we then turn to behaviour in terms of children's attendance in school, repeating and passing/failing set tests. An important indicator to parents, and the society, of primary school effectiveness is the level of passes on the PLE, and the proportion of pupils who are able to continue to S1. These outcomes are also analysed and we indicate which factors may determine performance and continuance.

Table 13: Pupils' Negotiated Experiences: Rank Order by Gender, District and Overall Rank

PROBLEMS	MASINDI		LUWERO		GULU	OVERALL RANK
	GIRLS	BOYS	GIRLS	BOYS		
Water and sanitation, separate toilets for girls; bathing facilities	1	7	1	3	3	15
Few teachers	2	1	3	2	8	16
No. sports/ games facilities	2	1	5	2	11	21
Lack of furniture	5	5	5	2	5	22
Few scholastic materials, text books	8	5	5	3	2	23
Teacher related problems: beating irregular, tardy, unreasonable	8	3	3	3	8	25
Too much manual labour at school	6	4	8	8	3	29
Dirty, uneven, uncemented floors	8	7	2	4	11	32
Bushy, dewy paths, long distance to school	8	7	8	8	3	34
Problem with working tools, not enough lose of	8	7	8	8	3	34
Dilapidated, unsafe, uncompleted buildings, leaking roofs	8	7	8	8	9	40
Get chased from school for lack of uniform and fees	2	7	8	8	12	37
Lack of senior woman teacher for guidance	5	7	8	8	12	40
Too much domestic work at home; no revision time	6	7	8	8	12	41

Children's worst experiences centre around water and latrines particularly for girls. This problem was also among those mentioned by headteachers but ranked low in their priorities. The pupils were also concerned about the few teachers that were available in the schools. Next in rank in their list of concerns is one that only the pupils mentioned and not any of the other constituencies (headteachers, teachers, community), that is lack of sports and other extracurricular activities. Another problem the pupils emphasise is the behaviour of teachers. Other problems specific to pupils include lack of senior woman teacher for female pupil guidance and the amount of domestic work which prevents them from doing school 'home work' and too much manual labour at school.

Under Pupil Outcomes we examined the experience of girls in the system to draw attention to the special conditions and experience which prevent girls from fuller participation and achievement. The following three tables provide a rank order of how the community saw the problems, how it tries to deal with them, and what it would like to see done.

Table 14: Rank Order of Perceived Girls' Problems by the Community

PROBLEMS	MASINDI	LUWERO	GULU	SUM
Sexually exploited	2	1	1	4
Sex discrimination in the home	1	2	2	5
Undisciplined, naughty, too mature for primary school	3	4	3	10
Not enough female teachers	4	5	5	14
Poor performers	4	6	4	14
No changing room for mature girls	6	3	6	15

Defilement followed by sex discrimination are the experiences that the community owns as the worst for their female pupils. With regard to sex discrimination, girls experience a disproportionate domestic work burden, early marriage, and joining school later than boys.

The problem girls face is compounded by the community's failure to come up with long-term solutions that deal with the root cause. Tables 15 and 16 below show that the most popular strategy and wanted solution focus on changing the girls rather than changing the system which makes them vulnerable.

The solution most desirable to the community is to help girls deal with the situation. For many this refers to increasing the number of female teachers, starting guidance and counseling, ensuring that girls have school uniform, sending girls to school when still young, and providing maturing girls with school accommodation.

In the last four tables we have explored in detail the experiences of pupils in the schools we visited. Table 17 below provides another set of measures of school effectiveness. We note immediately that girls are under represented.

Table 15: Rank Order of Strategies for Coping with Girls' Problems at School

STRATEGY	MASINDI	LUWERO	GULU	SUM
Nothing	1	1	1	3
Others: give girls female skills'	3	2	1	6
Senior woman teacher to counsel girls	2	4	3	9
Talk to parents, army personnel	3	4	4	11
Prosecute defiler; dismiss culprit	3	6	5	14
Solve defilement case locally	6	3	6	15
Readmit teenage mother	6	6	6	18

Table 16: Rank Order of Wanted Solutions for Girls' Problems

RANK ORDER OF WANTED SOLUTIONS	MASINDI	LUWERO	GULU	SUM
Help girls cope	1	1	1	3
Sensitize parents/ community	2	2	2	6
prosecute defilers	3	3	3	9
Reinforces law on defilement	4	4	6	14

The attendance by the pupils at the time the study was done was 61%. On average, there were 18% of the pupils in each school who repeated a class.

Using data from Tables 5 and 6 we derived three behavioural indices namely staff behaviour, experience, and professionalism. Staff behaviour is the sum of four variables namely presence of the headteacher, headteacher time keeping, school starting on time, and whether timetables were followed. Experience was the sum of years of teaching, and years in school (tenure) multiplied by the qualification of the teacher. Professionalism was the sum of the two derived indices. Then we correlated the three with the grade of the school, with the performance test results for math, reading and writing and with an index of schools, PLE results. A summary of the results is given in Table 18.

Table 17: Profile of Enrolment

IDENTITY OF SCHOOL	GRADE OF SCHOOL	NO. OF PUPILS	NO. OF GIRLS	NO. OF REPEATERS	ATTENDANCE
1	1	560	214	57	492
2	2	275	137	60	260
3	3	278	142	41	270
4	4	166	75	20	95
5	1	541	266	95	500
6	2	420	201	90	400
7	3	287	127	NA	250
8	4	84	43	7	75
9	1	932	457	166	802
10	2	475	235	81	245
11	3	106	51	20	91
12	4	215	110	24	130
13	1	261	137	49	240
14	2	406	198	143	306
15	3	258	129	31	190
16	4	206	80	15	140
17	1	1087	536	200	NA
18	2	607	278	39	480
19	2	528	243	109	NA
20	4	705	313	171	NA
21	1	1039	451	110	760
22	2	547	243	140	500
23	3	439	180	108	NA
24	2	552	206	64	470
MEAN		443	211	80	335
N	23	24	24	23	20
STD. DEV.		268	128	56	210

Table 18: Correlations between School Grade, Performance and Staff Indices of Behaviour, Experience and Professionalism.

VARIABLE	GRADE	STAFF BEHAVIOUR	EXPERIENCE	PROFESSIONALISM	INSTRUCTIONAL MATERIALS
School Grade		-.58**	-.52**	-.53**	-.43**
Writing P2	-.27	.48*	.18	.20	.18
Reading P2	-.21	.32	.06	.07	.18
Maths P2	-.16	.19	-.25	-.23	-.00
Writing P4	-.16	.52**	.30	.32	.11
Reading P4	-.26	.54**	.33	.34	.14
Maths P4	-.04	.40	.29	.31	.04
Writing P6	-.49*	.72**	.64**	.65**	.43*
Reading P6	-.61**	.57**	.53**	.54**	.42
Maths P6	-.61**	.62**	.72**	.73**	.09
UNEB INDEX 1992	.63**	-.33	-.48	-.48	.06
UNEB INDEX 1993	.64**	-.25	-.35	-.35	-.18
UNEB INDEX 1994	.63**	-.38	-.36	-.36	.01
TOTAL UNEB INDEX 4	.59	-.26	-.51	-.50	.27
TOTAL UNEB INDEX 2	.65**	-.30	-.34	-.35	-.07

* p = .05 ** p = .01

The table indicates that in the absence of instructional materials, performance in schools depends very much on the behaviour of the staff. This is most clearly evidenced in the higher classes. It is also interesting to note that school grade does relate to school performance. However, since there is a high positive relationship between grade and teacher behaviour, the relationship between the former and performance may be spurious. The higher correlations between performance in P6 and the behavioural indices might indicate that closer attention to teaching and learning is paid at this level only. Moreover there are indications that better qualified teachers are first assigned to higher levels in order to prepare for PLE.

CHAPTER 4.

SUMMARY, DISCUSSION AND CONCLUSIONS

4.1 Summary and Discussion

4.1.1 We found a pervasive lack of basic facilities. Seventy five percent of the schools visited have no staff room, 83 % no library and 61% no store rooms. Thirty three percent (33%) have no water source within the school compound, 25% have no offices, and twenty one percent have no playing fields. Ninety two percent (92%) have six (6) latrine posts or less. Seventy (70%) have no latrine posts exclusively for girls. A related management concern expressed in several schools is the lack of changing facilities for mature girls who have to go to the neighbouring homes to change when they are 'at that time of the month'. Eighty six percent (86%) do not have a seat for every pupil. One quarter of the schools visited do not have any table in the classrooms.

55 children share one mathematics book; 40 share one science text; 49 share an English text; and 44 share a social studies text.

4.1.2 Our findings regarding the community as a support system were unusually conclusive. For instance, the school that performed best on our achievement tests had the highest community involvement we observed during the study (see Illustrative Case 1 above). Conversely the three worst performing schools on the same tests generally had minimal community involvement. At the same time some community attitudes to education were openly detrimental particularly with regard to girls education.

The participants in one district workshop using PLA identified the community as devaluing education and therefore a major problem in the educational advancement in the district. That district performed worst on PLE results and on the achievement tests administered during the study. In all schools the community is singled out as the main culprit in the low participation and academic achievement of girls. The negative or ambivalent attitude towards education is a problem shared by the three districts.

4.1.3 Sex discrimination and sex exploitation are the greatest problems that girls face in the schools and communities we went to. Girls are kept at home longer than boys to care for younger siblings. Because of later starting they reach adolescence when still in very low grades. This frightens parents who rightly suspect that their rather mature girls are attractive and may attract the male members of the community. They then withdraw them or the girls themselves fall in bad company. Information from PLA data collected by the girls themselves, clearly shows that girls experience considerable difficulties. This was cross validated by concerns of School Management.

Girls suffer more because the community is doing little to help. Moreover, the most popular strategies in the three districts are clearly to do nothing about the problem and to leave individuals

deal with it in whichever way they can.

We heard, through the PLA specific concerns to girls. Girls place a high priority on the problems of privacy and cleanliness for latrines, and access to water. They also worry about the amount of domestic labour they have to do and which prevents them from doing school 'home work'.

4.1.4 Support from the educational system is inadequate. We learned this in at least two ways. The first is in what the system should be doing and is not or is doing inadequately. The second is what the community has undertaken to do and is doing. We found with regards to the system's expected role that school inspection is rarely taking place. Some teachers have not been inspected for as long as three years. There is also evidence that the District Education Offices rarely visit the schools we went to. We got a distinct impression in one of the Districts that the DEO did not know the precise location of one of the schools we visited. Information from the Districts suggested not only that the lack of support from the educational system is clear but also implied its incompetence when they recommended self-accounting at the school level.

4.1.5 The expanding role of the PTA is another indication of the dwindling support from the educational system. The PTAs construct and maintain buildings. They buy the bulk of scholastic materials. They look after the welfare of the teachers by renting accommodation and providing them with financial help. They monitor performance and set school policy. In some schools the role of the PTA has expanded so much that the PTA and the SMC deliberate together.

4.1.6 Both the best and the worst performing school, with a single exception among the 24, have very little or no instructional materials in the classrooms.

4.1.7 Within the schools we found that the leadership of the headteachers and qualities of the teachers are critical determinants of pupil performance and school effectiveness. In the absence of instructional materials, performance depends very much on the leadership of the headteacher and the behaviour of the teachers. This relationship was explored by developing an index of teaching behaviour, particularly time keeping, an index of experience, and an index of professionalism. The correlations between these indexes and pupil's test performance were most evident for P6. This indicates that **serious** attention is paid to teaching and learning at this level only. Indeed, there is some evidence that better qualified teachers are assigned to higher classes to prepare pupils for the PLE.

4.1.8 We found 61% attendance and 18% repetition rate. Girls represented 47% of the total enrolment in the schools we visited.

4.1.9 The schools in the three districts between the years 1991 and 1994, obtained on average, 3.1, on a scale of one (best) to 5 (worst) on the UNEB performance index for PLE. Failure rates are relatively high in the PLE and the number of candidates that obtain a 1st grade are few. The top schools on the index also generally did well on the achievement test carried out in this study. In so far as specific factors including community involvement, assessment and feedback, teachers'

attendance behaviour and teachers experience and qualifications influenced the pupils' performance on the achievement test, then the same factors influence UNEB results.

4.2 Conclusion

4.2.1 The schools are significantly short on all the components of effectiveness we outlined above. At the same time we have found evidence that these components influence school effectiveness. Thus schools which have an advantage over others on these components also perform demonstrably better.

Schools are short on basic inputs such as buildings and scholastic materials. They are weak on enabling conditions such as school leadership. The school climate generally prohibits learning and teaching. Teachers and children go hungry all day. The former are poorly paid and the salary almost always comes late. Teachers spend a disproportionately short time on actual teaching. The communities complain that many teachers are untrained, undisciplined, and unaccommodated. They have no clean water source nearby and no furniture.

4.2.2 We learned that the largest burden of coping with a non- living wage is left to the individual teacher. This however shifts the teacher's time for professional activities to personal survival activities. Therefore, insufficient time is available for teaching and learning activities. This is a serious shortcoming since we also found that school effectiveness in this sample is correlated with teacher behaviour.

4.2.3 Put together, the coping strategies describe more accurately what our schools are like. In some schools we visited, we found in one room, one class (e.g., P1) facing one wall and another class (e.g., P2) facing the other and pupils in both classes responding in a chorus! There are many such instances where the learning and teaching environment was bleak. Some of these were visible while others were invisible and both were equally emotionally draining. Take the instance of a teacher who says that he continues to come to teach because of the gratitude of the children. Relate that to the female pupils' lament that "... the teachers want to make us their wives."

4.2.4 Our general interpretation of the strategies adopted at the school level is that they demonstrate an institution (education) that has been left to find its own level. On the one hand, headteachers run schools in a dictatorial manner. On the other hand, School Management Committees and PTA Executives appear to have taken over management of daily school activities.

4.2.5 The negotiated problems at the district level differ significantly from district to district. The near consensus we have seen at the school level disappears at this level. For instance there is no single problem shared across all districts. Masindi has focused on the outcome in terms of poor performance. Luwero is primarily concerned with what they perceive as the root cause. That is the community's social prioritising that ranks education below the top. Gulu's negotiated problem is essentially managerial as well as administrative. The District Local Council has no value for budget lines so that education monies are used for any perceived urgency including buying a ticket to travel abroad.

4.2.6 The best and worst performing schools have very little or no instructional materials including text books, teachers guides and charts. A correlation analysis reveals no relationship between PLE results and instructional materials. Virtually no relationship was found between these materials and an achievement test administered to the sample during the study. However, a test of writing ability given to P6 positively correlated with instructional materials.

4.2.7 In the absence of instructional materials, performance in school depends very much on the behaviour of the staff which in this study was represented by an index of general staff behaviour, particularly time keeping, an index of experience, an a professionalism index, and an assessment and feedback index. With regards to the first three, the relationship was most evident in P6. Such correlations between performance in P6 and the behavioural indices might indicate that closer attention to teaching and learning is paid at this level only. Moreover there was some evidence that better qualified teachers are first assigned to higher levels in order to prepare for PLE.

CHAPTER 5

RECOMMENDATIONS

5.1 **Primary school reforms should shift the balance of emphasis to TEACHERS** including the headteacher and the school culture in general.

5.1.1 *Remuneration:* Delay in payment of teachers' salaries is rampant. The bottlenecks that cause this delay need to be identified and rectified soon. Government's promise to pay teachers a living wage should be fulfilled as early as possible.

5.1.2 *Qualifications:* The policy that all primary teachers should have a minimum of Grade III qualification should be pursued and even further upgrading should be encouraged. Training of teachers should emphasize methods that promote active learning by pupils and encourage both teachers and pupils alike to be independent and self-learners. Training of teachers should also emphasize application of knowledge particularly through bringing it down to the child's own experience.

5.2 **A minimum basic level of physical and material inputs** is recommended for every government-aided primary school in the country. It should include the following:

5.2.1 *Physical Infrastructure*

- Complete classrooms: with walls, roof, secure windows and doors and cemented floor.
- Clean water source within school premises.
- Sufficient number of latrines with doors, separate ones for females and males.
- Office with a typewriter and a clock.

5.2.2 *Playground along with sports equipment*

- At the least this should cater for the interests of both sexes to enable children to enjoy coming to school.

5.2.3 *Materials*

- **SCHOLASTIC:** sufficient number of textbooks for pupils and other instructional materials like wall charts, models, etc

5.3 Management

5.3.1 We recommend more autonomy for the schools, coupled with effective checks and balances in the system from above and below. From above, the District Education Office needs to rigorously monitor at regular intervals the accounts (finances) and academic standards of all the schools, including the remote rural ones in their Districts. The academic part should focus on preparing the pupils for adult life, so greater attention should be paid to teaching and learning the basics. From below, teachers, parents and pupils should be able to hold the teacher to account, thus increasing the credibility of the schools towards the individual and society at large. The SMCs and PTAs should be guided by the MoES and DEOs about their functions in a school.

5.3.2 We recommend a limited term of office for a headteacher. The appropriate terms to be established after proper research. This has already been done successfully elsewhere such as at Makerere University and in some local NGOs and also in the National Constitution.

5.4 Instructional materials and methods

5.4.1 Headteachers should make text books available to the pupils even at the risk of losing a few copies. This would give practice to the pupils in reading and also help them to learn about alternative sources of information other than the teacher.

5.4.2 We recommend that teachers be enabled to shift from a teacher centred to a pupil centred teaching method such as group work. **This means changing the existing school culture as described above and making available instructional materials. It also means changing the training of teachers to see their role as facilitators, motivators and as role models rather than purely as providers of information and knowledge.**

5.5 Collection of statistics from schools

The collection of statistics from schools should continue to be carried out on an annual basis. However, as the schools interpret this data as having direct bearing on material returns from the MoES to their individual schools, incorrect data has often been submitted by the schools. The MoES and DEOs need to find a way of convincing schools that this data will not affect them directly. If that method still fails, then the possibility of contracting another organisation of carrying out this exercise could be examined.

5.6 District-Level Negotiated Recommendations

The sampled districts negotiated what they would want to see done in order to improve education in their districts. Their recommendations generally centred around funding. Their major needs are increased funding for physical inputs and other materials for schools and an improvement in their salaries. The major source of funding is seen to be government, both at Central and District levels. Parents are mentioned as a source but come lower down in the ranking order. Another aspect of

finances, brought out at the District level is the administration and management of funds allocated for education. They propose further decentralisation to School level so that the system may minimise misappropriation of funds and promote transparency in accounting.

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APPENDIX 1: Brief Description of the Sampled Districts.

LUWERO

There are 261 primary schools in Luwero District serving a total population of over 400,000. The total number of pupils enrolled in 1994 was 65,103 of which 49% were female pupils. Of the total number of pupils 4,432 were enrolled in P7. Of that number, 47% were females. The total number of established teachers expected in 1995 is 2,081, giving roughly a pupil-teacher ratio of 32 : 1.

247 schools are in the TDMS project which has divided these schools into 19 clusters in the district. Each cluster has a primary school as a coordinating centre. Each coordinating centre is in a different sub-county and these centres cover the entire district. These TDMS schools have been graded from I to IV and in Luwero the number of schools in each grade is as follows: Grade I - 53 schools; Grade II - 58 schools; Grade III - 83 schools; Grade IV - 53 schools.

The number of schools which are PLE centres have been increasing steadily in the last few years: 1991 - 148 centres; 1992 - 163 centres; 1993 - 162 centres and 1994 - 176 centres. The performance of these centres has been as follows:

YEAR	TOTAL NO. OF CANDIDATES	GRADE I	
		NUMBER	PERCENTAGE
1991	3685	411	11.2%
1992	4058	377	9.3%
1993	4232	360	8.5%
1994	4490	443	9.9%

MASINDI

Like most other district far from the capital Kampala, Masindi schools suffers the problems of accessing resources that are in short supply, but are more easily accessed by places like Mukono and Mpigi which are nearer the capital.

There is rampant poverty but also lack of awareness among the community, both with implications for parents' willingness and ability to invest in their children's education. The district is quite large, with four counties: Bujenje, Buruli, Buliisa and Kibanda.

As far as the existing primary schools are concerned, Masindi has 145 government and 20 private schools serving a population of 260,796 people. There were 33,993 enrolled in 1994, 15,511 females and 18,482 males. These students were served by 1,187 teachers, giving a teacher pupil ratio of 29. Enrollment in Primary seven stood at 2066 students, 860 female and 1206 male in the same year.

Appendix 1 - District Descriptions

There is a total of 145 schools in the TDMS project and these have been divided into 20 clusters, each with a coordinating centre. The TDMS have been graded 1 - 4 as follows: Grade 1 - 10; Grade 2 - 19; Grade 3 - 69; Grade 4 - 47.

The performance of the PLE centres in Masindi in the past few years has been as follows:

YEAR	TOTAL NO. OF CANDIDATES	GRADE 1	
		NUMBER	PERCENTAGE
1991	2113	181	7.8%
1992	4058	377	8.2%
1993	4232	360	5.7%
1994	4490	443	4.9%

National statistics on Masindi indicate that the rates of children out of school is 45% for girls and 42% for boys.

GULU

Gulu district is found in Northern Uganda. The total population of the district is 338,427. Population per square kilometre as in 1991 in 29.3. The population growth rate is 2.05%. The urban population makes up 5.5% of the total population in the district.

Primary enrollment up to April 1995 for Gulu District was 61,766 of which 39% were female pupils. The total number of primary schools in Gulu is 160.

The performance in the PLE exams for the schools in Gulu District is as follows:

YEAR	TOTAL NO. OF CANDIDATES	GRADE 1	
		NUMBER	PERCENTAGE
1991	2926	4	0.14%
1992	2054	68	3.3%
1993	1847	91	4.9%
1994	2524	105	4.2%

APPENDIX 2 : School Impressions

This appendix describes school impressions. The schools are identified by numbers.

1 General Background

It was founded by collaborative effort between Masindi Asian Community and the Protectorate Government. The school is 43 years old. It is a town school one of two situated right in Masindi town.

An important school in the area with several Government sponsored outreach programmes including: BEND, SHEP, TDMS. The school plays an important community function. One gets the impression that the community draws some energy from the school.

Supporting Inputs

The parents are quite involved in the school and also expect more from it. Such high expectations are also the result of the high PTA dues they pay.

The school gets support from the MoES in terms of scholastic materials although these are so little that they are not distributed for use in regular classes. Materials seen in the headteacher's office include a few textbooks, guides, board rules and compasses.

Teachers are assigned to the school through the DEO's office. and many have made good use of in-service training to attain Grade V standard. They are generally aware of policy although they do not agree with some of it such as teacher ceiling levels.

The physical structure of the classroom is sound and recently painted. There is a water tap in the middle of the school compound from which all pupils drink water using their hands as containers. There are latrine posts for boys and girls. The latrine posts for girls have a wall in front of them compensating for the single post with a door. The sports ground is sufficient.

Teaching and Learning Environment

There is no general school timetable. Each class has its own although there is assembly at 8.30 a.m.; break at 10.30 a.m., and lunch break at 12.50 p.m. The upper classes can go on up to 5 p.m. but 4.30 is the norm while the lower ones break for the day at 3.30.

The lecture method and use of black board are the commonest teaching method and instructional aid in evidence. Supervision of teachers is done by walking along verandas and looking through the window.

2 General Background

This is a patch-up kind of job both in history and physical arrangement. It was founded 25 years as a nursery but later converted into a primary school since the graduates of the nursery had no where to go. It was founded by the Church.

It is quartered partly within buildings meant for housing of the teachers from another secondary school and a block originally meant to be the administrative offices of the Parish. It is sandwiched between the secondary school, the Parish Church and the Senior staff quarters of the district administration.

Supporting Inputs

Support from the community is confined to providing PTA dues which are also given only after children have been sent home. The community attributes the reluctance to contribute to the poor performance of the school that appears never to improve. They say this is due to having too many female teachers. The teachers complain of lack of facilities particularly living quarters. There is moreover a general lack of cooperation between teachers and headteacher.

The school receives books from the DEOs office which are estimated at around 4000 although none of these were in evidence during teaching and learning time.

The school has neither store nor staff room. The water tap in middle of the compound is broken down. The latrine is in a sorry state with part of the concrete wall breaking off. The teachers are all grade III with the headteacher who is undertaking upgrading to grade V. The average teaching experience is 7 years with the headteacher having 9 years of teaching and three years as headteacher.

Teaching and Learning Environment

The school has more girls than boys. Because of the poor performance children transfer from this school to neighboring schools regularly.

Conflict between the 31 year old female headteacher and her staff is in evidence. The teachers accuse her of not holding enough staff meetings. She says meetings are held regularly. The community is also unhappy with her. They have made this clear to the DEO's office but the headteacher has the support of the Office.

There is expressed low motivation and morale. Teachers feel let down by the administration and by the community which has failed to raise teacher incentives.

3 General Background

It is a young off-shoot of an older public school in Masindi. It was started by Masindi Town Council 6 years ago because of overcrowding in the older school.

The school has no staff room so that teachers sit on the veranda.

Supporting Inputs

Community involvement is only limited to paying school fees. Government provides text books, 50 % and 65 % contributions.

There are 500 reported text books. These were not seen in classrooms during lessons.

Teachers are young and trained to the level of grade three except the headteacher who is grade II and undergoing in-service training. There is a leadership wrangle where part of the community would want to see the deputy head replace the head.

Teaching and Learning Environment

The school draws its pupils from the town. They all looked healthy and eager to learn. The pupil-teacher ratio is 30 but the teachers complained of overcrowding. They come on time despite the absence of PTA incentives. The school had a general timetable although individual teachers timed lesson change-overs. Children's attendance was good with a low rate of repetition and a 90% continuance rate from P1 to P7.

4 General Background

It is a 3 year old school, 8 kilometres from the nearby town. It was founded by the Community to provide neighborhood education to save children from travelling to three of the surrounding but distant schools. The school has neither staff room nor store. It has a large compound in which there are four blocks. The currently used ones are all grass thatched and built of non-permanent material. The newest block with permanent material is on wall plate.

Supporting Inputs

Community involvement is managed by the Local Council (formerly known as RC or resistance council). Under the LCs the community is mobilised, sometimes by force to repair the buildings and to provide materials.

The school has two trained teachers. It is also understaffed. Some of the teachers are supplied by parents on contract.

There are very few text books and there are no teacher guides. The nearest water source is one kilometre away.

Teaching and Learning Environment

The quality of supervision is poor. The teachers travel long distances to come to school. The children look healthy although they are not fed at school. The community does not seem to take education of their children seriously since many of them drop out to go and help with seasonal or perennial farm work such as harvesting and herding.

The headteacher is a young man in his twenties who runs the school as a one man show. He has a teaching force of four teachers two of whom are trained. Teachers regularly come around 9 a.m. when the school is supposed to begin at 8.30.

The school has not timetable so that teaches change lessons at their convenience in multi-classes. One subject may be taught for two hours without a break.

5 General Background

It is 63 years old with no original buildings in evidence. The current main classroom block was built in 1964. The school was established by Missionaries. It is an outreach centre for TDMS and is benefit from the construction of an 8-room block by the project (TDMS). The School participates in SHEP.

The physical outlook of the school leaves a lot to be desired. The inside walls are dirty although attempts were being made to paint the outside by the time of the visit. The compound is poorly looked after with adjacent overgrown bushes. The playground is bushy.

Supporting Inputs

Parents seem to be the current greatest asset the school has. They are in the process of constructing a 4-classroom block. During the time of our visit, we found parents individually working where one was laying while another was painting. They have also collected the local raw materials required by TDMS namely stones, sand and bricks for the TDMS building. There is a general understanding that provision and maintenance of classrooms, office, library, and latrines is a responsibility of parents.

The new and young headteacher takes her role seriously. She sees herself as a counsellor to the children. She knows the central role the parents play in the school and is determined to keep the relationship going.

Teaching and Learning Environment

The parents are unhappy with the poor performance of the school (the last time the school got a first class was in 1988) which they explain in terms of under qualified, underpaid and unpaid teachers as well as inadequate facilities such as shortage of classrooms and instructional materials.

The school has a schoolwide timetable which is not strictly enforced since there is no school bell to remind the teachers to change lessons. Some teachers begin giving exercises to pupils just before at the time of change over into another lesson.

The school has over 700 texts which are not fully utilised since only P6 was observed using them. The children can understand the environment around them as was reflected in their focus group discussion. They are also eager to learn although some of them go hungry during the day. There is a good balance between the sexes.

6 General Background

It is a 70 year old school founded by the Protestant Church. It is about eleven kilometres away from the nearby town. It is a centre for TDMS and SHEP projects. The buildings had just received a new coat of painting and were looking attractive.

Supporting Inputs

The cooperation between the school-site stake holders namely PTA executives, School Management Committee, the Head Teacher, the Teachers and the community is significant in this school. For instance when the school lost all its roofing through gales, the community was able to re-roof within two months. The school has also been able to create an above normal profitable network among potential sources of resources: A school garden project is resourced by DANIDA and UNICEF is constructing a water tank to tap rain water for the school.

The school, like others, has profited from the SUPER project materials such as books. However, the PTA also buys books whenever a serious shortage is identified.

The school has a dynamic and non-complacent leadership. He works well with his deputy, a female 4 years his senior. Teachers also, like the deputy have been delegated specific responsibilities. He supervises those teachers whom he suspects of requiring help. He is also aware of MoES policy such as the ceiling policy and has been able to go around those that are situationally impractical. For instance he hired, on a part-time basis, an A-Level leaver to teach mathematics when a need arose. The headteacher has two main concerns. The first is some of the parents' attitudes towards learning where they neglect to provide their children with basic learning requirements such as pens and pencils. The second is the school's inability to facilitate, in terms of transport and subsistence allowance, the necessary activities he undertakes for the school.

Teaching and Learning Environment

The school has a staff of 11 trained and 1 untrained teacher who is currently training under the TDMS arrangement. There are 7 female and 5 male teachers. The level of commitment among teachers was observed to be high during the week of research since all came on time and stayed in their classes during lessons. The exercise books examined provided evidence of giving and marking exercises.

There was no evidence of texts being used during class time but children were seen returning text books to the cupboard.

7 General Background

It is 32 year old school founded by the Catholic Church. It is a typical rural school situated about 21 kilometres from town. The only two nearby retail shops are grass thatched. It is an outreach station/school for TDMS activities.

The school's physical structure is in a poor state of repair with part of the roof nearly collapsing. A four-classroom part of the seven classroom block is roofed with iron sheets the other part grass thatched. However, the compound is well maintained and pleasant with small flower beds.

Supporting Inputs

The school relies on the community for electing and renovating physical structures such as classroom blocks and latrines. They make the earth bricks (*kifuufu*) for building the walls and provide the grass for thatching the roof. By the time of the research they had completed digging another pit latrines since the one currently in use was nearly full. Only few parents are involved in all these activities the general feeling of the community is that the government should set in and help a lot more.

The classrooms are very poorly furnished. In primary I and II children sit on the floor. Others sit on logs. There is no library, office, staff room, and stores. The last is secured through a hired room in the village. Sanitation is inadequate. Girls have no doors on their latrine posts. They complain about this. There is no water source in the compound.

Support from the MoES comes in the form of the 50% contribution of the school fees. This is used for buying scholastic materials such as text books. In evidence were also teachers, guides, magnets, magnifying glasses, and physical tools all the result of government contribution. The school received some implements such as slashers and hoes as well as iron sheets from the IDA. but none were available by the time of the visit.

Teaching and Learning Environment

The 33 year old female headteacher had not received her salary for a year. She had been in the school

for a year and half by the time of our visit. The teachers too, complains about lack of incentives from the delayed salaries from the Government and the 'PTA' which is also is irregular and very little (750/- per child per year). There is some laxity in terms of supervision since there was evidence of lack of lesson plans for instance. The headteacher sees her central role as communicating with the community and the DEO. The parents are happy to see their children sent back for school fees for then they would provide labour in the home. The children complain about chores at home which prevent them from paying enough attention to their work.

Lecture and question-and-answer were the main tools used in class for teaching. No teaching aids were in evidence although the teachers complained that the lack of storage prohibits even improvisation. Changing of lessons is irregular. The school gong sounds during major activity changes such as assembly and breaks. The rest of the time teachers rely on their watches but most did not have them.

8 General Background

Started as a Koran school 13 years ago and received foreign assistance from Saudi Arabia. It became a government aided school in 1993 (2 years ago). It is only up to form / class 5. It is in close vicinity of a Catholic and a Protestant primary which are also government aided. It has SHEP activities. The headteacher (Grade III) is undergoing management training while one of the untrained teachers is undergoing teacher training under the TDMS.

The classroom block is partially roofed. The school has no office, no store and no staff room. The teachers use the shade of a tree in the compound as staff room.

Supporting Inputs

The school has only the basic help in form of the 50% contribution from government and the teaching staff which is assigned to the school by the DEO's office. The school also received a couple of books from the super project.

The headteacher sees his job as convincing parents to send children to school and to pay school fees. Children are involved in school leadership in terms of monitoring and implementing school gardens, general cleanliness of the compound and of the children. They also enforce discipline in class and in the school generally particularly during the absence of teachers through late coming.

Teaching and Learning Environment

This is clearly inadequate. The teachers were complaining of lack of salaries. The headteacher thrice missed his lessons: when he left the school to buy medicines for his sick child, to attend a TDMS focus group discussion, and when he refused to teach because he had not prepared his lesson. He is moreover the only qualified teacher among the four staff members.

Time management is poor since the school has no clock, teachers have no watches. The children tell the time by looking at the movement of the shadows.

There are no instructional materials in evidence on the walls. The couple of text books in the school are only available for class 5.

9 General Background

This is a 50 year old school founded by the Asian Community. Its compound situated within the slums of a local township is approximately 1800 square meters. The school had been selected as a TDMS centre but lost the opportunity because of lack of space for construction of a teacher training centre. However, four teachers including the headteacher are on training. The latter on a degree course the former are upgrading to Grade V .

The School compound is dusty during the dry season and muddy during the rainy one. There are thirteen classrooms composed of semi-permanent materials without windows, cemented floors, and with leaking roofs. The children contain the dust in the classrooms by sprinkling water on the surface regularly. The school has no playground, no staff-room and no library.

Supporting Inputs

The community involvement is high and spread to more activities than is normally found in other schools. There is a regular 75% attendance at PTA general meeting, the parents spend a week every month at the school inspecting pupils exercise books, observe lessons, and supervise and monitor general school functioning including the physical status of the school by walking round the compounds. They also take time off to teach pupils practical skills such as making bricks. The community leaders also discipline children when the latter misbehave on the way to and from school.

The school has received 70 text books and teacher's guides from the MoES and were awaiting others. The DEO inspects the school once a term and its last inspection was carried out two months before our visit. Only grade III and above teachers are assigned to the school by the Office.

Teaching and Learning Environment

This is generally poor. The poverty is a result of a number of external and internal factors. The dwellers of the slum within which the school is situated are hostile and are in a habit of invading the compound to destroy or steal school and pupils' property. The walls between the classrooms are thin so that events taking place in one room are distinctly heard by the adjacent one.

The pleasant 47 year old head teacher is rarely at school since he is undergoing a degree course. He comes into school at three p.m. to administer the school and to meet with the parents. The level of tardiness among teachers and absenteeism is generally high since at any one time just about one third

of the teaching force of 23 is either present or on time. They have a good command of the content of what they teach but appear to have problems communicating in English on a continuous basis since they often change into vernacular in mid-sentences. The teachers have a low opinion of the pupils' abilities. They make the pupils do chores for them such as washing plates or fetching water in addition to the domestic work that must be done within the school compound. The children asked to do this are those whose teacher is absentee and who have not been combined with another stream.

The daily attendance and the repetition rates are high with the boys registering the higher level. However, girls just drop out of school when told to repeat.

10 General Background

The school started 30 years ago in an individual's home as a Koran school. It is situated in a trading centre. It has a water source within its compound which is shared with the community. The classrooms are in a poor condition subjecting the children to environmental elements such as rain and sunshine. The headteacher is attending a management programme with TDMS.

Supporting Inputs

As in most schools, the greatest asset the school has is its community which is heavily involved in construction and maintenance. The SMC recruits its own staff. The school has neither play ground of its own nor balls for children to play with in the adjacent Church playground.

Teaching and Learning Environment

The headteacher is 33 years old with a grade III qualification. He is rarely at school but supervisors his teachers once a month. He gets most of his administrative work done for him by his deputy. Teacher absenteeism is low but tardiness is high with only 23% of the teachers staying until the end of the school day and 46% coming on time. Teachers believe that they have capable pupils. They use corporal punishment to ensure that pupils do their class work.

The poor state of the classrooms provide no adequate learning environment. Pupils are distracted either from noise from other classrooms or from outside for the rooms are not sound proof and lack of both windows and doors ensure that children are constantly exposed to the external surroundings.

11 General Background

The school was founded 40 years ago by the Church of Uganda with clear objectives such as to help eradicate illiteracy in the community and to raise to a secondary school status. None of these have happened yet apparently because the programme was overtaken by disasters such as the hailstorm and the guerrilla war that destroyed the buildings. One teacher is undergoing upgrading to grade V and the headteacher is attending a management course both under the TDMS. The school is in a rural

setting locally known as the Mango belt.

Supporting Inputs

There is a conspicuous absence of wider community involvement in the school even at the more familiar level of construction and maintenance. The physical structures still carry all the ravages of the civil strife and that of the hailstorm of the 1980s. However the formal community representatives such as the PTA executive, the SMC, and the local leaders (the LCs) put in a lot of time and effort to rehabilitate the buildings. The chairman of LC3 for instance donated furniture to the school. Teacher recruitment is done locally but recommendations are set to the DEO for approval.

Teaching and Learning Environment

The school attracts only 30 % the of children of the school going age from the catchment area. Even these are found physically dirty, mentally dull and generally disinterested in classroom work. Their parents take them from school to pick mangoes (an important income generating activity in the area) during the December-March and June-August Mango seasons.

The headteacher is pleasant and sees himself playing the role of parent, teacher and councillor to the pupils. He lives eight kilometres away from the school. The teachers accuse him of not holding staff meetings but he reports that six meetings are held every term.

The teachers appear uncommitted and do not care whether children understand what is being taught or not. Nevertheless, they seem to have a good command of the content of what they teach. They are high on absenteeism (3 out of the 4 qualified teachers had not yet reported by the time of the visit) and on tardiness since it is common for teachers to arrive at 10.30 a.m. when the school opens at 8.30 a.m.

12 General Background

The school was founded in the rural setting by the Orthodox Church 30 years ago. The school's physical structures which were never completed are in a poor state of repair. The large open window spaces do not shelter the pupils from either rain or sunshine. The roofs are leaking. Noise from one classroom easily comes through into the adjacent classrooms. Half the children in the school have no school uniforms.

Supporting Inputs

Community involvement is lower than average but the PTA executive put in substantial effort to see that the school operates. The school lacks water and a playing field within easy reach the school. The former is drawn 2.5 kilometres away, the latter is located 1.5 kilometres from the compound.

Meals in whatever form are not provided because of lack of water which is only assured during the rain season when it can be trapped from roofs. It receives some scholastic materials such as chalk, text books, and manilla paper. Teachers are assigned to the school by the DEO. Two who had started in-service training through TDMS and were upgrading to level 5 left the school soon after joining the training.

Teaching and Learning Environment

The school has a problem keeping its teachers because of the lack of water. Those that stay are not supervised either by the headteacher or by the DEO.

The teaching force is headed by the only Grade V in the school with a teaching experience of eleven years. He is an easy going fellow who has cultivated an easy relationship with his teachers and the parents. The rest of the few teachers in school are either grade 3 (3) or untrained (2). They find communicating in English difficult and tend to teach in vernacular. Both headteacher and his staff believe that the children are low performers. Teacher tardiness and absenteeism are high so that classes go unattended regularly.

13 General Background

Founded by a Catechist in his home approximately two and half decades ago, the school was formally adopted by the Catholic Parish in 1972 making the school at least 23 years old. It is a typically rural school deriving its name from the main cash crop (cotton i.e ., Ffampa / ppampa) of the area. It is an outreach centre of TDMS.

Supporting Inputs

The community does not support the school even at the familiar level of providing labour for building maintenance and construction. The school however received support from World Vision in terms of building material and labour to reconstruct after the civil strife. The community has not been able to meet their own part of the bilateral agreement. They were only asked to provide ridges for roofing.

The 50% government contribution arrives late. All the teachers, except the headteacher, are untrained and unwilling to make use of TDMS opportunities. Some complain of the distance to the training sight others are simply afraid to attempt the screening tests.

The headteacher provides firm leadership, mobilizes the community, inspects and supervises teachers in class, and has put a lot of energy in reconstructing the school.

Teaching and Learning Environment

In this school this environment is closely related to the supporting inputs. For instance the teachers

most of whom are untrained also have no teachers' guides. The outcome for the teaching and learning is the clearly observable incompetence in the handling of lessons demonstrated most regularly in disorganised presentations and in the presentation of incorrect subject content. The few text books from SUPER appear to be permanently locked up in the headteacher's office.

14 General Background

This is a 55 year old school founded as a private boarding school for girls only by a far sighted male. The school was destroyed by the guerrilla war (1981-1986). It became a government aided school soon after the war but it changed its mission from catering for girls wanting to study in a boarding primary school to an ordinary mixed day primary school. Although therefore two classroom blocks have been constructed, the school is not really recovered and instead it seems to be dying since parents are withdrawing their children due to high school fees.

Supporting Inputs

Individual community members are not involved in the school although the school has local official support since the LC3 have contributed some funds such as for repairing the borehole in the compound. The school has also obtained building materials and related support such as labour costs from World Vision. The headteacher has made serious effort to send some untrained teachers for in-service training.

Teaching and Learning Environment

The school provides porridge for P1 and P2 during break and at lunch for the rest. Absenteeism among children is quite high probably because the study was done during planting season. Parents in this area (district) keep children from school to work in gardens at this time of year. As an example of the high rate of absenteeism, we found that only 11 children (mainly girls) were in attendance out of 46 registered in P6.

The school follows its schedule which begins at 7.30 a.m. and ends at 5 p.m. Nevertheless some teachers have a habit of sneaking out of class to go to their homes so that some classes go unattended for some time. All classrooms had instructional materials in terms of charts although there were no physical signs that they were being used during lessons.

15 General Background

The school started 22 years ago by a community member as a nursery school for teaching catholic catechism. It subsequently expanded into a primary school and finally became a public (government-aided) school in 1988. The classroom building is roofed with iron sheets but there are neither windows nor doors and the floor is very dusty since it is not cemented.

The school compound is dissected by a prominent village path separating two classroom blocks from one another and creating a distinct impression of having not one but two different schools. The latrine hut is in a poor state and has no posts with doors making it impossible for the bigger girls to use.

Supporting Inputs

The community likes its school but it distrusts the headteacher whom they believe misuses school dues including teachers' salaries. As a result they are reluctant to pay school fees and they are indebted to the school in this respect. Nevertheless they have contributed labour and local materials such as bricks for constructing the L shaped classroom block. World vision has also helped by providing iron sheets and transport facilities to two teachers undertaking in-service training.

Teaching and Learning Environment

The physical and social learning environments are hopeless. The entire school of 7 classrooms has only eight desks shared between the four upper classes. The rest of the space is occupied by logs and bricks as seats. The school has 81 text books from SUPER which are safely locked our in the headteacher's bedroom since the school has neither library, store, nor office.

The children often come to school without breakfast. The girls and boys are expected to fetch water two kilometres away for porridge and the headteacher's household. This is done during school time ensuring that they miss lessons. Girls in addition participate in preparing porridge and washing cups further depleting their learning time.

The teaching force is demonstrably weak. Three teachers including the headteacher are trained out of a teaching force of 8. The 5 male teachers on the force are acholic and one of the female teachers cohabits with the headteacher. She is also the one who deputizes whenever the headteacher is away which is regular since his home is in another town altogether. The situation of acholic, predominantly untrained male teachers and a despised concubine-deputy has resulted in a very low performing school where a teacher will teach one lesson from the beginning of the school in the morning to lunch time.

16 General Background

A certain unrealism surrounds the history of this school vis a vis its present physical state. The school is 35 kilometres on Kampala Gulu road making it quite rurally. It was founded 73 years ago approximately 40 kilometres away in a suburb of Kampala. It was relocated to the present site for lack of space in its original home. Since then the school does not seem to have progressed as any other school. For despite its considerable age, the school has apparently never managed to acquire permanent structures and there are also no visible signs of destroyed buildings. Girls are significantly under represented in the school. The younger children look malnourished. Boys, particularly the

young ones, have jiggers in their feet.

Supporting Inputs

The general community is apparently apathetic regarding the school as well as the education of their children. When children are sent away for school fees, they often never return. The LCs, PTA executive and the SMC do work hard to improve the school. World Vision has given tremendous support in form of building material and construction as well as in paying school fees for orphans. The 50% from government comes regularly and 40 text books were obtained from the MoES through SUPER.

The headteacher is a middle aged hardworking woman who lives 12 kilometres from school. She has constructed an iron roof on the classroom block which headteachers before her never succeeded in doing. She has been in the school for three years. Because of the distance, her average attendance at the school is 3 times a week.

Teaching and Learning Environment

The headteacher is the only qualified member of her staff. The rest of the staff members are either S4 leavers or senior secondary drop-outs. Most did not seem to know the content of what they were teaching during observation. Both P5 and P6 study under shades of trees.

17 General Background

This is a town school that was founded 47 years ago by the Asian Community. Its physical development has been dodged by disputes regarding land ownership and its assumed land has space of land within its present perimeter has been allocated to private developers by the local authority, i.e., the Gulu Municipal Council. It has subsequently acquired lease outside its perimeter for construction of teachers' houses. The school is a TDMS centre.

Supporting Inputs

The PTA and School Management Committees are helping the school in building some classes under self help project. The school received text books through SUPER although they are not being used for instruction.

Teaching and Learning Environment

Children go home for lunch. The entire school administration is in acting capacity something that has irked the deputy headteacher since he was not receiving allowance for acting.

The motivation for teaching appear to be affected by over enrollment, poor and delayed salary.

Text books are kept in the store. There are no instructional materials displayed. Children seem to spend a disproportionate time answering past papers, and children have not proper seats.

18 General Background

Part of the school is located on Municipal Council Land half on the adjacent county's land. This has constrained physical development and planning. The Northern Uganda Reconstruction Programme (NURP) is helping in the construction of classroom blocks. The school is approximately 30 years old founded as a Koran school for the Muslim community then predominant in the area. It is a TDMS outreach school.

The classrooms are generally poor with uncemented walls and floors. One of the classroom blocks developed a major crack in the wall so that it was abandoned because it was considered unsafe.

Supporting Inputs

The school has obtained considerable help and from a variety of sources. For instance it received books from SUPER I, SHEP, and NURP. The World Vision has helped through providing school fees for orphans.

Teaching and Learning Environment

The children do not get lunch at school although they looked healthy. The teachers are all qualified. The headteacher is considered immoral by the community and the teachers. He is accused of not doing enough in defilement cases which problem has plagued the school. He is also mistrusted because he has an open liaison with one of the female teachers. The headteacher is disturbed by what he sees as the undiscipline of the teachers. Like him, they move in and out of the school randomly. They do not seem to prepare lessons for instance in P2 and P6 they did not want to be observed on the confession that they had not prepared lessons. Teachers mostly employ question and answer technique.

19 General Background

It was founded as a Catechist centre in the midst of a Muslim community 32 years ago. In 1979 the Muslim community moved out so that the school began to acquire more land. This land is now threatened by Gulu Municipal Council which is allocating land to private developers. It is a TDMS outreach school. The compound is poorly kept. The latrines were extremely poorly kept.

Supporting Inputs

The school is supported by NURP, a Germany NGO, and Government. The community is also involved providing local materials for building. It is mobilised by the SMC and PTA. It has received the SUPER 2 book allocation. Nevertheless, there are shortages in text books as well as teachers guides.

Teaching and Learning Environment

The school has a capable headteacher who engages in actual teaching. He has trouble with the some to his teachers who refuse to teach some subjects on account of specialization. We found for instance that English P5 - P7 could not be taught because the those who used to teach them had gone on for upgrading and on their return they considered themselves unable to teach those courses because they had in the specialised in a different subject.

20 General Background

It is a 45 year old school founded by the Church of Uganda. It is in a peri-urban school with vast acres of land actively encroached on by the surround community. It is a very poorly kept school with a bush compound with no trees to break the wind although roofs have on a number of occasions been blown of by rainy storms. The classrooms and latrines are very dirty.

Supporting Inputs

The school appears well-supported both by the community and an active local NGO that is providing top-up incentives of 5000/- (\$5) to teachers' salaries, providing cement, paying for labour, and paying school fees for orphans and the needy children whose parents contribute actively to the reconstruction of the school.

The school has inadequate instructional materials such as teachers guides and the few text books received from MoES -SHEP and SUPER are locked away in the cupboard.

Teaching and Learning Environment

There is a high absenteeism rate among the pupils and drop out increases proportionately with the form/grade/class. The children are not given a meal at school. Those who come to school sit on dirty floors and often find that teachers too are absent. The high absenteeism and tardiness among the teachers may be related to the absence of basic needs such accommodation near the school (most live far away), lack of lunch at school, and the usual delayed salary. The lack of motivation and morale among teachers was clearly demonstrated when one of the teachers who was supposed to be observed tried, though unsuccessfully, to find excuses not to have his lesson observed. There is finally a

disruptive tension between the headteacher, the teachers and parents.

21 General Background

This is a 62 year old school founded by a local church man belonging to the Church of Uganda. It became a full primary school, i.e., offering terminal certificates in 1956, i.e., 23 years after its foundation. The original buildings are all destroyed although foundations can still be seen prominently in the compound. The buildings currently in use are constructed by a now defunct government para-statal known by its acronym of PAPSCA, an organisation set up by the Uganda Government with donor assistance to alleviate the social and economic consequences of SAPS. None of the new buildings are complete. The school is an outreach post in the TDMS programme. The school is in the neighborhood of a PTC and an NTC.

Supporting Inputs

The community through the PTA has taken over the building programme that was started by PAPSCA. Instructional materials such as books have come through Government via the 4th IDA project as well as SUPER. The school has no furniture so that most children bring their own stools and mats. Those unable to bring stools sit on the still uncemented floor. There are only three tables and seven desks in the entire school.

Teaching and Learning Environment

The head teacher appears to have many things well in hand. He believes in setting rules and enforcing them. However, the teachers are tardy, they come late, and they leave early. The available text books are often kept in cupboards. There are also no other instructional materials available.

22 General Background

A rural school, and one of the oldest in the sample visited in the three districts, this primary school was founded 74 years ago by the Catholic mission. It is situated 8 kilometres along the busy Kampala-Gulu road. Two original buildings are crumbling and one is already vacated. Both are in a dangerous condition. The new block contains 6 classrooms. The compound is busy and poorly maintained. There are far more boys in this school than girls. The percentage of girls decreases drastically in the upper classes.

Supporting Inputs

Help in construction has come from the Foundation body and the Community through the PTA. Books have come from government through the 4th IDA and SUPER projects. The school has some form of a library although there is no space for sitting.

Teaching and Learning Environment

Children do not eat lunch at school and many come from afar. The headteacher has been with the school for three years and clearly expresses his frustration for not being able to control his teaching force two of whom are clearly alcoholic. Most also come late and leave early. There is evidence for multi-class teaching and the overall competence in content is in doubt.

23 General Background

The school was started 47 years ago by a teacher as a catechumen centre. The land was contributed by parents. There are two classroom blocks: an old crumbling one with a leaking roof and a new block. The compound is poorly maintained. The school compound is sprawling and poorly kept. The school is an outreach for TDMS activities. There is only one quite dirty latrine for boys and girls. There are no doors.

Supporting Inputs

Help in form of books is received from the Ministry of Education. Two teachers are undergoing in-service training one in the NITEP the other through TDMS.

Teaching and Learning Environment

Children generally have no uniform and some come in torn clothes. Many walk long distances and are given no lunch at school. So they look hungry particularly during the afternoons. The teaching force appears relatively weak. There are two old teachers of whom one is on contract while the other has reached retiring age. Two are untrained and many have an average of 3 years teaching experience. They come late to school and engage in multi-class teaching.

24 General Background

The school was founded 69 years ago by three language teachers as a catechumen school. Four years later the Church of Uganda took it over. It occupies land that formerly belonged to a county headquarters and land donated by a former chief. The school sits one hundred meters away from a main high way.

There are 33 trees in the compound including cashew nut trees. Part of the compound is however abandoned and bushy because of suspected land mines allegedly planted by soldiers. Because of this children have relatively limited playground.

Supporting Inputs

Two classroom blocks are in a state of collapse. There is an incomplete block of four classrooms

Appendix 2 : School Impressions

constructed by NURP. All the teachers' houses have also collapsed except the headteacher's which is also used as an office.

The school has an active PTA which assists in construction of buildings. It received textbooks from SUPER and NURP and 21 new desks. There is a bore hole in the school compound that is shared with the soldiers living in adjacent barracks. The school is an outreach for TDMS.

Teaching and Learning Environment

Although the schools received some furniture, we found the sitting condition quite poor since most of the pupils carried their seats. Most of the classrooms are dusty.

Pupils complain of too much work at home such as baby sitting, digging, and kitchen work. They also travel long distances. The school is headed by a 39 year old teacher who has taught for 15 years and has been a headmaster for 4 years. The teaching force is weak and dissatisfied with the style of the headteacher. Teachers' are generally tardy and absent so that classes regularly go unattended.

APPENDIX 3: Results of the Numeracy and Literacy Tests

The test items for P2, P4 and P6 were drawn from the Math and English textbooks. They were intended to show whether pupils have the basic literacy (in English) and numeric competence needed for learning in all subject areas of the primary curriculum. In other words, do the children have the necessary 'tools for learning?'

The instructions for administering the tests are as follows: In classes P2, P4 and P6, using the class list ask teachers to pick six pupils, three boys and three girls to interview. One girl and one boy should be high achieving across the subjects, one girl and one boy should be low achieving across the subjects and the remaining two pupils should be in the middle. Ask the children to bring any workbooks with them to check on this.

The researcher should make the assessment something like a game, rather than a 'test.' Start and end with a question (not one the list) that the child will answer correctly. If the child doesn't know an answer, don't make the child uncomfortable by waiting or forcing it, simply continue. If it is clear that the child cannot answer a question, don't bother to ask it (e.g. if the child cannot add one digit numbers, don't ask her to divide). The researcher should have the necessary materials at hand: pictures, flash cards, pencils and paper for the pupils to use to write the answers.

Primary 2 Performance

Test Item	Performance
Math P2-1 Complete: 1 2 3 _____	Wrong 78 Right 44 (35%)
Math P2-2 Complete: 37 38 39 _____	Wrong 78 Right 46 (34%)
Math P2-3 1+2 = _____	Wrong 82 Right 42 (34%)
	The majority of pupils got each of the above items wrong. For the first two, the pupils may not have understood what was required. For the 1+2 = problem, it appears that the horizontal form used in the question was not understood by many of the pupils.

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
Math P2-4 11 + 23	Wrong 24 Right 101 (81%)
Math P2-5 120 + 101	Wrong 64 Right 70 (52%)
Math P2-6 9 - 3	Wrong 52 Right 78 (60%)
Math P2-7 121 - 11	Wrong 91 Right 39 (30%)
Math P2-8 What fraction is shaded part of the circle? (picture of circle 1/2 shaded)	Wrong 73 Right 55 (43%)
Math P2-9 How many triangles do you see? (3)	Wrong 91 Right 37 (29%)
Math P2-10 "One box of matches costs 50/=. You have 100/=. How many boxes can you buy? ____ (Question posed using local language, not English)	Wrong 105 Right 24 (19%)
Writing P2-1 Write your name.	Wrong 47 Right 81 (63%)
Write P2-2: Researcher holds up a picture and asks pupil to write down what he/she sees for each one of the next three items.	

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
Writing P2-2 'BOOK'	Wrong 52 Right 80 (61%)
Writing P2-2 'DOG'	Wrong 85 Right 46 (35%) 85 pupils got this wrong, yet 80 got the previous item, 'Book' correct. It is possible the picture was confusing to many pupils; they did not take the animal pictured to be a dog.
Writing P2-2 'TABLE'	Wrong 89 Right 40 (31%)
Write P2-3.1 to P2-3.5: Write any five words that you know. (Each one of the next five items represents one word.)	
Writing P2-3.1 Word 1	Wrong 64 Right 68 (52%)
Writing P2-3.2 Word 2	Wrong 67 Right 64 (49%)
Writing P2-3.3 Word 3	Wrong 69 Right 62 (47%)
Writing P2-3.4 Word 4	Wrong 74 Right 54 (42%)
Writing P2-3.5 Word 5	Wrong 76 Right 51 (40%)
	Overall, 40% of the P2 pupils can write 5 words

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
P2-1.1 to P2-1.4: Researcher shows one pupil at a time one letter at a time and asks pupil to read the letter. Each letter is on a flash card.	
Reading P2-1.1 'K'	Wrong 42 Right 85 (67%)
Reading P2-1.2 'T'	Wrong 52 Right 76 (59%)
Reading P2-1.3 'B'	Wrong 53 Right 75 (59%)
Reading P2-1.4 'A'	Wrong 55 Right 71 (56%)
Reading P2-2 Researcher writes child's name on a card and asks child to read it.	Wrong 48 Right 78 (62%) By P2 almost 40% of the pupils can't read or write their own names!
Reading P2-3.1 to P2-3.3: Researcher holds up a picture and asks pupil to state what he/she sees for each one of the next three items.	
Reading P2-3.1 'BOOK'	Wrong 15 Right 111 (88%)
Reading P2-3.2 'DOG'	Wrong 25 Right 101 (80%)
Reading P2-3.3 'TABLE'	Wrong 37 Right 89 (71%)

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
Child reads common short words from a flash card for each one of the next five items.	
Reading P2-4.1 'HOME'	Wrong 98 Right 28 (22%)
Reading P2-4.2 'SCHOOL'	Wrong 73 Right 53 (42%)
Reading P2-4.3 'CLASS'	Wrong 92 Right 33 (26%)
Reading P2-4.4 'BOOK'	Wrong 50 Right 76 (60%)
Reading P2-4.5 'MOTHER'	Wrong 105 Right 21 (17%)
Reading P2-5 Researcher asks pupil to read the sentence "I get up in the morning"	Wrong 111 Right 15 (12%) Note that 111, or 88%, can't read this short sentence from the P2 text.

Primary 4 Performance

Test Item	Performance
Math P4-1.1 (Same as P2-4) 11 + 23 = _____	Wrong 35 Right 86 (71%) As in P2-3, the item was written horizontally, and some pupils don't understand this form.

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
Math P4-2 132 + 59	Wrong 12 Right 117 (91%)
Math P4-3 (Same as P2-7) 121 - 11	Wrong 38 Right 90 (70%)
Math P4-4 391 - 174	Wrong 61 Right 68 (53%)
Math P4-5 Complete 75 70 65 ____	Wrong 69 Right 62 (47%)
Math P4-6 $\frac{1}{4} + \frac{1}{4} =$	Wrong 64 Right 68 (52%)
Math P4-7 Write in words the number 2003	Wrong 41 Right 92 (69%)
Math P4-8 $14 \times 5 = \underline{\hspace{2cm}}$	Wrong 72 Right 49 (40%)
Math P4-9 $\frac{124}{4} =$	Wrong 65 Right 66 (50%)

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
<p>Math P4-10</p> <p>"Your school has a square field. Each side is 24 meters. How many meters is the fence that goes around the field ?</p> <p>_____</p>	<p>Wrong 88</p> <p>Right 39 (31%)</p>
<p>Writing P4-1.1 to 1.3 (Same as P2-2): Researcher holds up a picture and asks pupil to name it in English for each one of the next three items.</p>	
<p>Writing P4-1.1</p> <p>'BOOK'</p>	<p>Wrong 96</p> <p>Right 24 (18%)</p> <p>Note: Why is it that so many P4 children missed this easy item? 80 P2 pupils got this right.</p>
<p>Writing P4-1.2</p> <p>'DOG'</p>	<p>Wrong 25</p> <p>Right 106 (81%)</p>
<p>Writing P4-1.3</p> <p>'TABLE'</p>	<p>Wrong 37</p> <p>Right 93 (72%)</p>
<p>Write any five words that you know. (Each one of the next five items represents one word.) (Same as P2-3)</p>	
<p>Writing P4-2.1 Word 1</p>	<p>Wrong 58</p> <p>Right 74 (56%)</p>
<p>Writing P4-2.2 Word 2</p>	<p>Wrong 41</p> <p>Right 88 (68%)</p>
<p>Writing P4-2.3 Word 3</p>	<p>Wrong 41</p> <p>Right 87 (68%)</p>
<p>Writing P4-2.4 Word 4</p>	<p>Wrong 52</p> <p>Right 75 (59%)</p>

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
Writing P4-2.5 Word 5	Wrong 51 Right 77 (60%)
	Note that 40% of P4 pupils can't write 5 words.
Writing P4-3 Write one sentence about yourself.	Wrong 55 Right 73 (57%)
Child reads common short words from a flash card for each one of the next five items. (Same as P2-4.1 to 4.5)	
Reading P4-1.1 'HOME'	Wrong 85 Right 36 (30%)
Reading P4-1.2 'SCHOOL'	Wrong 49 Right 78 (61%)
Reading P4-1.3 'CLASS'	Wrong 24 Right 103 (81%) It does not appear consistent that 103 P4 pupils can read the word 'CLASS' while only 36 can read the work 'HOME.'
Reading P4-1.4 'BOOK'	Wrong 28 Right 99 (78%)
Reading P4-1.5 'MOTHER'	Wrong 20 Right 107 (84%)

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
Reading P4-2 (Same as P2-5) Read the sentence "I get up in the morning"	Wrong 62 Right 63 (50%)
Reading P4-3: Read the story and answer the questions following it: 'John and Ruth live in Iganga town. Their school is Walugogo Primary School. Every Monday John goes to visit his aunt. She gives him nice gifts. On Wednesday evenings Ruth goes to play netball.'	
Reading P4-4 What does John do on Monday? (Child answers orally)	Wrong 63 Right 64 (50%)
Reading P4-5 What does Ruth do on Wednesday?	Wrong 81 Right 43 (35%)

Primary 6 Performance

Test Item	Performance
Math P6-1 (Same as P2-4) $11 + 24 = \underline{\quad}$	Wrong 5 Right 123 (96%)
Math P6-2 (Same as P4-2) $132 + 59 = \underline{\quad}$	Wrong 17 Right 111 (87%)
Math P6-3 $391 - 174 = \underline{\quad}$	Wrong 31 Right 97 (76%)

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
<p>Math P6-4 (Same as P4-5)</p> <p>Complete 75 70 65 ____</p>	<p>Wrong 31</p> <p>Right 97 (76%)</p>
<p>Math P6-5</p> <p>128 - 0.8 = ____</p>	<p>Wrong 109</p> <p>Right 17 (13%)</p>
<p>Math P6-6</p> $\frac{1}{2} + \frac{1}{3} =$	<p>Wrong 74</p> <p>Right 52 (41%)</p> <p>Nearly all of items on the tests show an equal distribution between boys and girls. But on this item, of the 52 correct answers, 30 were from boys and only 20 from girls.</p>
<p>Math P6-7</p> <p>What is the average of 10 8 9 11 ____</p>	<p>Wrong 92</p> <p>Right 29 (24%)</p> <p>Like P6-6 this item showed a difference between boys and girls, with 18 boys and only 11 girls answering correctly.</p>
<p>Math P6-8</p> <p>John walked for two hours at an average speed of 4 km per hour. How far did he walk ? ____</p>	<p>Wrong 80</p> <p>Right 41 (34%)</p>
<p>Math P6-10</p> <p>There are 24 girls in a class. 6 do not have notebooks. What percentage (%) do have notebooks? ____</p>	<p>Wrong 80</p> <p>Right 42 (34%)</p>
<p>Writing P6-2</p> <p>Write three sentences about your family.</p>	<p>Wrong 58</p> <p>Right 62 (52%)</p>

Appendix 3: Results of the Numeracy and Literacy Tests

Test Item	Performance
<p>Reading P6-1</p> <p>Read aloud the sentence: ' I go to bed at night.'</p>	<p>Wrong 9 Right 112 (93%)</p>
<p>Reading P6-2</p> <p>Read the paragraph and answer the questions that follow it:</p> <p style="text-align: center;">John writes a story</p> <p>Yesterday was my brother's wedding. All my family went to the party. My brother wore a new suit and he looked very good. There were many presents. My aunt gave a beautiful pot. There was a lot of good food. I ate some meat and rice. There was music. I danced with my sister.</p>	<p style="background-color: #cccccc;"></p>
<p>Reading P6-3</p> <p>When was the wedding?</p>	<p>Wrong 37 Right 82 (69%)</p>
<p>Reading P6-4</p> <p>Who went to the party?</p>	<p>Wrong 48 Right 69 (59%)</p>
<p>Reading P6-5</p> <p>What did John eat?</p>	<p>Wrong 54 Right 66 (55%)</p>